Expectations and Excellence

. . . Meeting the Needs

Report of the
School System Review Commission

Charlottetown
Prince Edward Island
November 1984

PRINCE EDWARD ISLAND
School System
Review Commission
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November 9, 1984

The Honorable Leone Bagnall
Minister of Education
Province of Prince Edward Island

Dear Madam Minister:

On November 2nd, 1983, you established the School System Review Commission to examine the education delivery system of Prince Edward Island and to report to you within the year.

In the enclosed report I have attempted to accurately reflect the views presented to me over the past year and to present recommendations to make the system more responsive to the needs of Prince Edward Island society. It is my sincere hope that the information compiled by the Commission will serve as a major resource for everyone interested in the education of our Island children. I trust that a thorough analysis of this information will help ensure more effective planning for tomorrow.

I wish to express my appreciation to you for providing me with the opportunity to serve Prince Edward Island and for the confidence and support you have demonstrated throughout the work of the Commission. I am confident that you will continue to provide leadership and integrity toward this effort by assuring wide dissemination and full discussion of this report, and by encouraging appropriate action within the Province.

Respectfully,

Wendy Paquette

Wendy J. Paquette
Commissioner

Terms of Reference

A. GENERAL

1. To determine the degree of public satisfaction with the present delivery system.

2. To review the structure and organization of the school system with a view to assessing its responsiveness to the needs of Prince Edward Island society.

3. To make recommendations to the Minister on any aspects of the operation of the education system which could be changed in order to make the system more responsive to the needs of Prince Edward Island society. These Terms of Reference are necessarily general in order to allow the Commissioner, as well as the Minister, maximum flexibility to respond to public input. The Minister expects the Commissioner to consult with the public extensively through questionnaires, briefs, public meetings or other methods deemed by the Commissioner to be appropriate.

B. TO REPORT TO THE MINISTER OF EDUCATION

1. An Interim Report by August of 1984.

2. A Final Report by October 31, 1984.

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Acknowledgements

Whenever one person is given the formidable task of reviewing any aspect of our lives, whether it be education or energy, there will always be many people working diligently in the background with courage and conviction, responding to the challenge. This review is no exception.

First, I would like to express my gratitude to the many Islanders who took the time to prepare briefs and complete the questionnaire. At a time in our lives when so many have lost hope or have fallen prey to cynicism, thousands of you came through; many more than I ever expected. Your interest and involvement is a direct reflection of the importance you place on education in your life or the lives of your children and grandchildren. Thank you for your help, support, and most importantly, the trust you placed in me.

Second, to my silent partners, those of you who gave me encouragement and sound advice from the beginning... Thank you for your confidence and support.

Third, to the many people in other government departments who helped us put the entire process together...the public hearings, the questionnaire, draft and final report. Thank you for your help, patience, and understanding with what may have appeared at the time, to be unreasonable demands. In particular, I would like to express my appreciation to the staff of the Council of Maritime Premiers Secretariat. Thank you for the many "odd jobs" I asked you to perform. I would also like to thank the staff of Holland College for providing us with the word processing equipment to do this report. Your generosity was much appreciated.

Finally, there are two people in particular apart from myself who have lived and breathed this Review:

Mrs. Janet O'Neill, Administrative Assistant

Miss Marilyn Montgomery, Research Officer

Your commitment, dedication, good humor, and loyalty will always be remembered and appreciated.

Preface

In November, 1984, The Honourable Leone Bagnall, Minister of Education for the Province of Prince Edward Island, established the School System Review Commission. Concurrent with this announcement, the Minister appointed Miss Wendy Paquette, Assistant Secretary for the Council of Maritime Premiers Secretariat, as the one-person Commissioner of the Review.

The Commission was requested to determine the degree of public satisfaction with the present system including the level of service and general operation of the Island schools, the five School Boards, and the Department of Education.

The Commission was directed to consult extensively with the public through a questionnaire, briefs, public meetings, or other methods deemed by the Commission to be appropriate. This task was undertaken primarily between December, 1983, to July, 1984, during which time in excess of 100 submissions were received and discussed, reflecting the views of thousands of Islanders. In addition, more than two thousand people completed the questionnaire which was distributed in late May.

CHAPTER ONE

Through the Years

THROUGH THE YEARS

"If we open a quarrel between the past and the present, we shall find that we have lost the future."

Churchill

Any "review of the structure and organization of the school system with a view to assessing its responsiveness to the needs of Prince Edward Island society" would be less productive without a brief examination of the educational heritage of Prince Edward Island. As in other jurisdictions, the Island has struggled for more than one hundred and fifty years to shape an education system that would meet the needs of the Island people. Meeting the desires, expectations, and requirements of a diverse rural and urban population is a complex assignment.

1852 - Free Education

As early as 1852 **The Free Education Act** was introduced to provide for the free education of Island children from ages five to sixteen. At that time, education was essentially controlled by a **Board of Education** composed of "seven fit and proper persons" appointed by the Lieutenant-Governor in Council. With quarterly meetings and annual salary of four pounds, the Board certified teachers, established regulations for school operation, prescribed the course of study and reported to the Legislature on the operation of the schools. The Free Education Act also established the **School District** concept which would prevail in Prince Edward Island much longer than in most areas of North America.

The School Districts, usually five miles square, included a one or two-room school in the center...The Districts were administered by a **Board of Trustees** composed of five people, two of whom rotated annually. The Trustees, apart from hiring the local teacher, worked closely with the **Visiter to Schools** (the predecessor of the School Inspector) to inquire into "the order and direct discipline and regulation of the School".1

Thus the act established expectations of local control and accessibility to elementary education in the home community at the same time

> as it proclaimed the right to free education.....a firm association between schools and social communities was created which helped to account for the persistence of the district concept well into the mid-twentieth century.2

This system remained rather static for the next one hundred years, surviving numerous studies and attempts at revision. One of the first government-sponsored studies was in 1910, under the chairmanship of Mr. D. C. MacLeod.

1910 - MacLeod Commission

This Commission had been established largely as a result of the changing socio-economic environment of the Island. Fewer young people were entering the traditional primary industries, and large numbers were migrating to the urban centers of North America. While our level of education had been considered appropriate to live on the Island, its effectiveness in the North American context was now questioned. MacLeod recommended consolidating our more than four hundred districts to 214, of which only 31 would be one-room schools, citing the MacDonald Consolidated School of Cross Roads, Bunbury, Mt. Herbert, Mermaid, Bethel and Hazelbrook as the shining example. When the example failed, so did the Government's interest in the recommendations of the MacLeod Commission.

1930 - MacMillan Commission

Perhaps the most significant result of the Dr. Cyrus MacMillan Commission of 1930 was the **establishment of a separate Department of Education.** Ironically, the MacMillan Commission Report made observations which, some would agree, are equally as applicable today - more than fifty years later!

> No one acquainted with educational conditions throughout the English-speaking world in the last ten years need be surprised that in Prince Edward Island as elsewhere there should have been serious discussion, examination and criticism of the entire educational system, its processes and its methods. The past decade has been a period of attempted educational readjustment in all countries, and there has been what may be called educational

> unrest or discontent or at least dissatisfaction with educational organization and progress. Prince Edward Island has shared in this general attitude ... It was suggested that the system in many of its functions and operations has not kept pace with changing conditions and that there is too wide a variation of educational opportunity...3

Although consolidation was once again recommended by Dr. MacMillan, little or no action was taken by the Government. The School District system once again survived!

Similar studies were conducted in 1940 and in the 1950's but it was not until 1957 when the **Select Standing Committee of the Legislature** recommended a number of changes that any evidence of possible revisions to our district system became apparent.

1960 - LaZerte Commission

Government responded with the establishment of another commission in 1959 under the Public Inquiries Act to look into all matters relating to educational finance and administration. **Dr. Milton LaZerte** presented his report in **1960** and the government decided to accept many of his recommendations.

Perhaps his most significant recommendation was the establishment of the **Foundation Program** in education which would be largely subsidized through provincial government grants to school boards: LaZerte recommended that:

- local school boards be urged to form consolidated school districts
- a foundation program supported by provincial grants and uniform local taxation be prescribed for the Province
- the contribution of local districts to the cost of the foundation program be the yield of a real property tax levied at a uniform rate over each large unit area

- each regional high school area contain approximately 25 districts
- there be five large unit area school districts each containing two or more regional high school districts
- all assessments be equalized for purposes of computing the uniform tax in support of the foundation program.4

This led to a policy for the establishment of **Regional High Schools** whereby 10 or more small school districts having a combination of 20 operating classrooms, could receive generous capital and operating grants to establish a new school to deliver education to students in Grades 9 to 12. By 1965, fifteen Regional High School Districts were in operation. **Thus began the erosion of the School District concept and with it, the very direct local control of our schools enjoyed by Islanders for more than 100 years.** With a variety of financial incentives provided by the provincial government, this erosion would continue until 1972 with the establishment of the five Regional Administrative Units.

Prior to 1972, there were 217 local school boards still in existence with tremendous variation in the quality of teachers, the level of programs and services offered, and facilities. The changes of 1972 were designed to remove these inequalities. In the eyes of many people at the time "the basic question was: Is it more important to have children attend schools close to home or to provide them with equality of opportunity of education?"5 History shows that the latter became the focus of our attention.

A special session of the Legislative Assembly in November, 1971, passed two pieces of legislation, **The School Act** and the **Real Property Tax Act**. The latter removed from local school boards the responsibility for levying taxes for educational purposes, thus allowing them to **devote more time to strictly educational matters.** In effect, with the passage of this legislation, the Province took over full responsibility for the financing of public school education.6

Given that the School District concept had existed for some 120 years and with it, direct local control had flourished at will, it is little wonder that the changes of the early 1970's have been considered by many to be the most significant upheaval in the history of education in Prince Edward Island! The following remarks from Mr. L. B. MacLeod, past chairman of the Unit III School Board, reflect the attitude, both past and present, of many Islanders on the subject of consolidation:

> Whether P. E. I. should ever have embarked on this course or whether it should have gone another route is not the question. Obviously, some considerable change and improvement was necessary, and because of the implementation of a change in concept, many Island children now have greatly improved physical and instructional facilities available to them, some improvements in curriculum and educational staff at their disposal, and, in my opinion, an improved and more equal opportunity to achieve educationally to the level of their individual capabilities.7

THE SYSTEM TODAY

The principal legislation governing education is to be found in the School Act and the **Regulations** and in the **Real Property Tax Act**. It is through the School Act that provincial powers and responsibilities are delegated to the Lieutenant-Governor in Council (**Cabinet**), the Minister of Education, and, in practice, the Department of Education. For all practical purposes, the Minister and the Department exercise the responsibilities of the Lieutenant-Governor in Council, subject to their approval. Figure 1 shows the current structure of the Department.

THE MINISTER OF EDUCATION

In addition to establishing advisory groups on educational matters and with the approval of the Cabinet, the Minister **may:**

Regional Administrative Units	• divide, abolish, create and/or consolidate regional administrative units
Funding	• establish a foundation or other programs for all regional administrative units (the Foundation Program is the mechanism for providing financial grants to Boards through a prescribed formula) • approve a budget for each regional school board
Curricula	• prescribe standards of instruction for all regional administrative units • prescribe or approve textbooks and materials for use in schools • conduct a pilot or other experimental program in one or more schools • establish and conduct any school including kindergarten, for those persons unable to attend the regularly established schools under this Act...
Vocational Education	• enter into agreements for the operation of joint programs and for the purchase, ownership and operation of vocational schools and/or the operation or ownership of school property by Canada, or the Province or both...
School Year	• establish the beginning and ending days of each school year
School Buildings	• purchase land or buildings for school purposes • construct and furnish school buildings

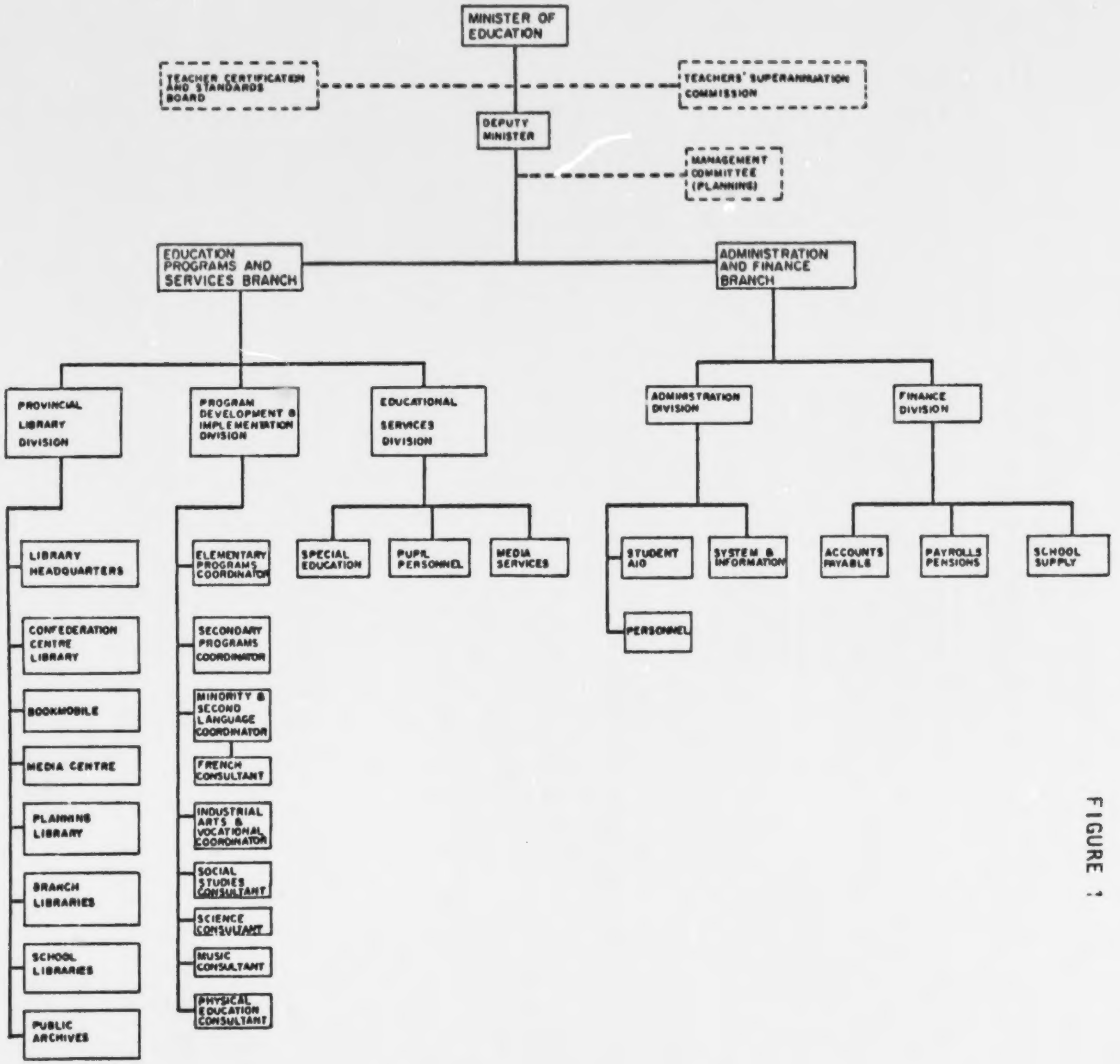

MINISTER OF EDUCATION
TEACHER CERTIFICATION AND STANDARDS BOARD
TEACHERS' SUPERANNUATION COMMISSION
DEPUTY MINISTER
MANAGEMENT COMMITTEE (PLANNING)
EDUCATION PROGRAMS AND SERVICES BRANCH
ADMINISTRATION AND FINANCE BRANCH
PROVINCIAL LIBRARY DIVISION
PROGRAM DEVELOPMENT & IMPLEMENTATION DIVISION
EDUCATIONAL SERVICES DIVISION
ADMINISTRATION DIVISION
FINANCE DIVISION
LIBRARY HEADQUARTERS
CONFEDERATION CENTRE LIBRARY
BOOKMOBILE
MEDIA CENTRE
PLANNING LIBRARY
BRANCH LIBRARIES
SCHOOL LIBRARIES
PUBLIC ARCHIVES
ELEMENTARY PROGRAMS COORDINATOR
SECONDARY PROGRAMS COORDINATOR
MINORITY & SECOND LANGUAGE COORDINATOR
FRENCH CONSULTANT
INDUSTRIAL ARTS & VOCATIONAL COORDINATOR
SOCIAL STUDIES CONSULTANT
SCIENCE CONSULTANT
MUSIC CONSULTANT
PHYSICAL EDUCATION CONSULTANT
SPECIAL EDUCATION
PUPIL PERSONNEL
MEDIA SERVICES
STUDENT AID
SYSTEM & INFORMATION
PERSONNEL
ACCOUNTS PAYABLE
PAYROLLS PENSIONS
SCHOOL SUPPLY

FIGURE 1

	• lease, deed, sell or dispose of land or buildings to the Regional School Boards or other persons
Teachers	• establish categories and classes of teachers' licences
	• grant teachers' licences
	• suspend or cancel a teacher's licence
Salaries	• after consultation and negotiation, establish salary scales and benefits for all instructional & non-instructional personnel
	• establish salary scales and benefits for all supervisory personnel
Teacher Training	• provide for the training of teachers and a system of practice teaching
Establishment of School Boards	• provide for the election of 15 trustees
	• appoint trustees to fill vacancies
Sabbatical Leaves	• grant sabbatical leaves
Student Exemptions	• exclude children from the requirement to attend the public school system

THE SCHOOL BOARD

One of the difficulties encountered in discussing the authority of the School Board relates to the confusion which exists as to what actually is the School Board. Some view the Board Administration as the School Board. In this instance, the School Board, unless otherwise stated, is the Board of Trustees, the elected representatives of the people. The School Board may:

Election of Trustees	• divide unit into zones for election purposes only

Executive of Board	● select a chairman and vice-chairman of the board
	● fix the term of office for chairman and vice chairman
Remuneration	● pay school trustees reasonable expenses
	● hold a public meeting prior to the submissions of its annual report to the Minister
Annual Reports and Budget	● prepare reports for the Minister on finances, statistical information, educational requirements, a proposed budget for operating expenses and capital requirements
	● maintain administrative and operating controls as prescribed by regulations
	● expend only sums of money as provided in the budget established by the Minister
School Buildings	● determine the location of school buildings with the approval of the Minister
	● determine the use of the school buildings and property
Borrow Money	● borrow money for capital projects in accordance with regulations established by Lieutenant-Governor in Council
	● may propose supplementary programs to the Minister
Board Based Personnel	● select, engage and employ personnel to fill positions authorized by the Minister
	● appoint a superintendent
	● subject to the regulations, establish terms and conditions of employment for instructional and non-instructional personnel

- **pay** personnel only in accordance with negotiated salary scale
- **dismiss** or suspend employees in accordance with Act

Pupils

- **admit** students to schools in accordance with regulations
- **determine placement** of pupils in classes
- **regulate the attendance** of pupils
- **suspend** or **expel** a pupil for cause
- **transport** students in accordance with Regulations

Language of Instruction

- **provide** French and/or English language education as prescribed by regulation

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

Although the School Act and Regulations provide the central components for the governance of education in Prince Edward Island, certain sections of the **Memorandum of Agreement** between the Province of Prince Edward Island and the Prince Edward Island Teachers' Federation should not be ignored. Sections of this agreement have been highlighted under Appendix 1 because they relate directly to comments received through submissions to the Commission. From my discussions, it is clear that many Islanders do not fully understand the pivotal role played by P.E.I.T.F.

The current agreement came into effect September 1, 1983, and expires June, 1985. This agreement ensures that before any law is passed by the Legislature applying to teachers, the Minister must consult with the P.E.I.T.F., prior to submitting it to Executive Council. In addition, the Minister must consult prior to the establishment of the Foundation Program (funding formula) concerning changes in the Program that affect the terms and conditions of employment of instructional personnel (principals, teachers, etc.)

The Agreement also stipulates the terms and conditions relating to:

- qualifications of principals, vice-principals and program consultants
- professional development
- teacher mobility
- teacher evaluation, and the functions of a substitute teacher.

ASSOCIATION OF SCHOOL BOARDS

Two other important agencies are the **Prince Edward Island Association of School Boards** (A.S.B.) and **Prince Edward Island Home and School Federation.**

The P. E. I. Association of School Boards was formed in 1965 with the merger of the Boards of Regional High Schools. In 1975 an Act to Incorporate the P.E.I.A.S.B. was passed. Today all school boards are members of P.E.I.A.S.B.

The purpose of P.E.I.A.S.B. is to provide leadership and services to boards, and to help preserve the public's voice in education through locally elected trustees.

FEDERATION OF HOME AND SCHOOL

The P. E. I. Federation of Home and School Associations was formed in 1953 when twenty-three local Home and School Associations joined together. It provides a forum to develop a better understanding of the aims and purposes of education.

Today, there are thirty-three locals throughout the Province. The Federation meets bi-annually and makes representation to government, school boards, social service agencies, etc., on a variety of matters of concern to the membership and students in Prince Edward Island schools. The membership includes both parents, teachers, and school administrators.

CHAPTER TWO

A Summary of the Submissions

A SUMMARY OF THE SUBMISSIONS

BACKGROUND

From the outset the Commission attempted to present the terms of reference in a more meaningful manner and to encourage the people of Prince Edward Island to participate in a positive way. After discussions with numerous people, it was felt that the Commission should encourage people to focus their attention on the level and quality of service provided by each of the participants in the education system:

- **the School** - teachers, administrators, non-instructional staff
- **the School Boards** - Board of Trustees and their administration
- **the Department of Education** - the Minister and her staff

It was further suggested that Islanders focus on the 3R's of education:

- the components of the delivery system that they liked best and would want to keep - to **REAFFIRM**
- the components of the delivery system that they would like to change or **REFORM**
- in making any recommendations for change, Islanders were requested to be ever conscious of the **REALITY OF RESTRAINT**

Throughout November to January, the Commission met with numerous groups explaining its mandate and the rationale for its establishment. From the time the Commission began to receive briefs, the people of Prince Edward Island responded with vigor to the challenge and the opportunity to express their views.

During the Public Hearing phase from February 28 to March 29, 1984, over 40 briefs were presented. Following the formal hearings, more than 40 submissions were presented at various meetings held throughout the Province. In addition, numerous people wrote letters and called to express their views. In total, more than 100 submissions were received.

What They Said/ The Submissions

In an attempt to bring into sharper focus the total impressions and opinions conveyed to the Commission, the following summary is presented. It should not be viewed as a summary of all of the briefs, but rather as a summary of comments which have influenced my recommendations. It should be viewed, in part, as an introduction to the recommendations. Needless to say the inclusion and classification of topics is arbitrary on my part.

THE SCHOOL

Kindergarten

Considerable interest was expressed in the provision of a province-wide kindergarten program although there was not a consensus as to what type of program should be offered. Some suggested a program similar to the primary grade in Nova Scotia, others suggested a day-care program. Everyone agreed that children who have participated in a kindergarten program have a definite advantage over those who have not and that this is causing some problems for both teachers and students in the early elementary grades.

Age of Entry

There were a few concerns expressed regarding the Province's policy on school admission. Grade 1 children must be six years as of January 31 in their first year of school. Some administrators felt that this date should be changed to an earlier date because children born later in the year (November to January) frequently encounter learning difficulties, particularly if they did not have the advantage of kindergarten.

Non-Gradedness

Some teachers expressed dissatisfaction regarding over crowding in the early elementary grades and the pressure the system puts on children "to grade". With some children, having had the experience of kindergarten, the gap in capabilities as they enter grade one has widened. This has resulted in some instances, to lowering of standards by "pushing" children through the early grades. "Social promotion is widely used for those who can only fail for so long (1-2 years) and as they continue to 'pass' this way, our standards are lowered continuously. Mastery of 60% of work in one grade is not a good enough basis with which to approach a new program, approximately one year more advanced". Others have expressed concern that an "unwritten policy" exists that children can only spend seven years completing grades 1 to 6. This causes tremendous pressure on both teachers and students.

To combat these problems, it has been suggested that the elementary grades be totally revised and that a non-graded system be implemented consistently across the Province.

Standardized Content and Student Evaluation

A number of people remarked on the need for "some form of standardization" across the province - "**similar subject content** in courses offered in different schools, as well as **similar expectations** in levels of learning". The reinstatement of provincial examinations, although not necessarily synonomous with standardization of content, was requested by a few parents. On the other hand, some teachers felt that a return to "across the board exams...as they existed in the 50's and 60's, would be a step backwards".

At present, the Canadian Test of Basic Skills is administered to students in grades 3, 6, and 9 on a yearly basis. However, the test results are given to the Boards with little provincial analysis or unit comparisons. Generally speaking, the Department of Education does not use this information as a tool in the design of remedial materials or selection of new materials.

Canadian and Island Content

Several individuals commented on the need for our textbooks and learning resources to reflect Prince Edward Island and our resource industries more frequently and in a positive manner. In addition, more resources should be developed in the Province and region.

"Gifted Students"

Several groups expressed dissatisfaction with the **lack of opportunities** for children on Prince Edward Island who were felt to be gifted. Some "gifted" pupils do not perform well in the traditional curriculum, and choose rebellion, apathy, and disruption as a means of protest. It was suggested that the Province must provide funds in this area to develop province-wide programs for these children. The suggestion was made that this group might well be "the most neglected among the student population" and that perhaps a separate school should be established to meet their needs.

Special Education

In every unit numerous representations were made on behalf of children requiring special education services. No aspect received as much attention and had as much widespread and varied support from professionals, parents, and the public in general. Many indicated they felt that most special education teachers are of a high professional calibre and display a deep devotion to their profession and to the students in their classroom. However, many felt that we are just beginning to make progress in this field and that a great deal is yet to be accomplished. The basis for their dissatisfaction included:

- no uniform definition of child development/special education students exists and the standards for selection for attendance are varied
- only qualified teachers with special education training should be placed in these classes - some are inadequately trained and may be unable to meet the needs of their students
- supervision/support for special education teachers is insufficient - a special education co-ordinator should be present in each of the units with a full-time co-ordinator in the Department of Education
- a resource clearinghouse of special education materials should be established
- case planning for students is fragmented and inadequate - an individual should be identified to co-ordinate all the various services to students available from the Department of Health

and Social Services - social workers, speech therapists, etc.

- a provincial diagnostic center should be established
- a review of the actual requirements of Island schools in terms of social workers and speech therapists should be conducted and steps taken to meet these requirements.

Although it would be impossible to present all the concerns, it would appear that a great deal of improvement is required in this complex field and that many Islanders are far from "satisfied".

French Language Education

Eleven submissions were presented to the Commission on French Language Education. While some acknowledged that relative to many provinces, access to French language courses is much greater in Prince Edward Island, much work is yet to be done.

Of critical concern to many was the School Act Regulations concerning the **number of students** necessary to offer French education. While there is not a consensus as to what the number should be, there is no doubt that everyone felt the number should be **lowered.** (Some suggested 8 per grade, others 15 over 3 grades; the present system is 25 over 3 grades.)

Many also expressed their views on changes they would like to see occur within the Department of Education including:

- **increased** emphasis by the Department in the provision of **financial** and **human resources** in this field;
- the **establishment** of a **distinct division** within the Department whose function would be to promote the development of French language schools and to provide assistance to existing schools ...some suggested that Departmental staff should be decentralized and that Acadian

schools should receive the services of the Department in French

- that every effort be made to establish and maintain separate French language schools with bilingual specialist teachers available to schools; some have suggested that all Acadian Schools should be administered by Unit 5
- the Province should consider granting special financial status to Unit 5 in addition to developing a professional development plan for upgrading and retraining teachers in a francophone environment. Every effort must be made to ensure that French teachers are competent to teach the subject
- a teacher resource center should be established within Unit 5 and a policy related to the use of Canadian and Acadian learning materials for libraries should be developed.

Other recommendations made to the Commission included:

- French schools should work together and, where possible, share their human resources
- the salary of the Superintendent of Unit 5 should be brought in line with the salary of the superintendents in the other units
- grades 10 - 12 should be made available at Ecole Francois-Buote
- a French school/community center should be established in Charlottetown.

Libraries

Concerns were expressed by both teachers and parents on a number of aspects relating to school libraries. Many indicated that the library should be viewed as an integral component of every school, to encourage both reading and learning -- in essence, the heart of the school.

As with guidance, school libraries are and have been victims of restraint affected by declining enrollments. This has resulted in:

- a decrease in the number of full-time librarians
- an increase in the number of part-time librarians
- as qualified librarians leave a school, they are frequently replaced by the existing staff-thus you may have classroom teachers working part-time or full-time in the library without any training and/or interest in this field
- during a period of restraint, fewer dollars have been made available to maintain or expand libraries.

While consolidation facilitated the development of library facilities and generous library collections, this once positive situation is rapidly deteriorating.

In Prince Edward Island tremendous discrepancies in the operation of school libraries exist because we do not have in place:

1. guidelines as to what constitutes an adequate library for each level of school (elementary, junior high and senior high);
2. any specific per pupil funding allocation designated for libraries;
3. job description or stated qualifications necessary to be a librarian (a teachers' certifi-

cate is the minimum requirement); and

4. availability of courses on P.E.I. to re-train classroom teachers entering this field.

Because of this flexibility, the level of service varies from Unit to Unit. (Note Fig. 2)

Full Time 1 Part Time 2 # of Students 3

	1981/82			1982/83			1983/84		
	1	2	3	1	2	3	1	2	3
UNIT 1	0	7	8,705	0	5	8,690	0	4	8,620
UNIT 2	1	5	5,351	1	4	5,231	3	4	5,102
UNIT 3	11	8	10,943	10	9	10,817	12	7	10,795
UNIT 4	2	7	5,178	2	7	5,140	1	7	5,119
UNIT 5	0	2	509	0	2	494	0	2	484

FIGURE 2

Since 1981/82, neither Unit 1 nor Unit 5 have had a full-time librarian and Unit 1 has further decreased its part-time librarians by three.

Unit 2 has increased its full-time librarians by two positions. Unit 3, possibly as a result of the establishment of L. M. Montgomery School, has increased the number of full-time positions by one.

The average amount of time spent in the library by teacher/librarians in 1983/84, based on all schools including those with no designated library position, was -

Unit 1	19.0%
Unit 2	40.8%
Unit 3	63.5%**
Unit 4	20.6%
Unit 5	50.0%

** does not include French language school

On the positive side, the school librarians expressed satisfaction with the services provided by the Department of Education including:

- support and professional guidance from the school library consultant
- films from the Media Center
- free ordering and processing of materials through the Provincial Library.

Guidance

Numerous individuals and groups expressed dissatisfaction regarding the erosion of guidance services in our system at a time when children seem to require more of these services.

Today, children are frequently confronted with a wide range of problems for which the services of a guidance counsellor are desirable, if not necessary.

Family problems (increase in divorce rates, child abuse, etc.), peer problems (drugs), learning difficulties (guidance assists in early detection), the need for career counselling are but a few of the problems facing today's youth.

Yet, in Prince Edward Island we have today, fewer counsellors in our schools than we had in 1978, with the most serious deterioration occuring at the elementary level. Equally as serious is the increase toward part-time guidance services. For many counsellors, this part-time teaching/part guidance function is difficult and, in some respects, viewed as a conflict of interest.

UNIT	1978		1983	
	Number of Counsellors	Ratio of Students to Counsellors	Number of Counsellors	Ratio of Students to Counsellors
1	4	941 to 1	1.2	3017 to 1
2	8	747 to 1	3.17	1611 to 1
3	16.67	663 to 1	13.2	818 to 1
4	6	909 to 1	2.93	1747 to 1
5	1	622 to 1	1	484 to 1
	35,67	754 to 1	21.5	1169 to 1

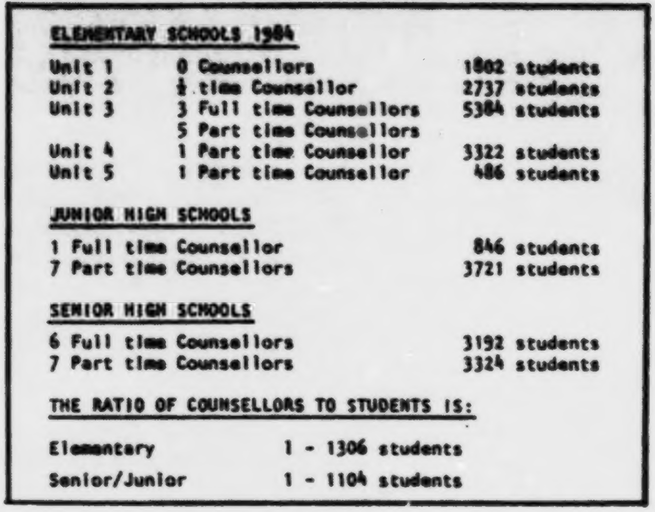
FIGURE 3

If this trend continues, we must redefine the role and function of our counsellors and our own expectations of them. We must recognize what is humanly possible with a 1200:1 ratio.

A brief review of Figures 3 and 4 indicates that the availability of this service varies from unit to unit and more than likely, from school to school. With declining enrollments, the number of positions (person - years) available to individual schools has been increasingly curtailed. In view of this, the choice has been made, usually by the principal, between a higher pupil/teacher ratio or guidance services. Guidance is rapidly disappearing.

UNIT SUMMARY

Guidance Counsellor/Student Ratio



ELEMENTARY SCHOOLS 1984

Unit 1	0 Counsellors	1802 students
Unit 2	½ time Counsellor	2737 students
Unit 3	3 Full time Counsellors 5 Part time Counsellors	5384 students
Unit 4	1 Part time Counsellor	3322 students
Unit 5	1 Part time Counsellor	486 students

JUNIOR HIGH SCHOOLS

1 Full time Counsellor	846 students
7 Part time Counsellors	3721 students

SENIOR HIGH SCHOOLS

6 Full time Counsellors	3192 students
7 Part time Counsellors	3324 students

THE RATIO OF COUNSELLORS TO STUDENTS IS:

Elementary	1 - 1306 students
Senior/Junior	1 - 1104 students

FIGURE 4

Driver Education

On numerous occasions the cancellation of the driver education program was mentioned with the request that the program be reinstated.

This program has been in operation since 1963, and approximately 13,000 students have completed the course. In June, 1983, because of restraint, the program was discontinued resulting in a savings of approximately $175,000 to $200,000. Today, Prince Edward Island is the only province in Canada without a driver education program.

Of equal concern to some was the arbitrary manner by which it was discontinued without sufficient consideration of alternative delivery methods.

BACKGROUND

Vocational Education

Until the mid 1970's the high school vocational program was delivered by the Prince County Vocational High School and The Provincial Vocational Institute administered directly by the Department of Education. Both of these institutions offered vocational programs that were career orientated and designed to provide students with an option to the academic program then offered in the units. Courses offered included technical, pre-apprentice, trade and business education. Students completing the program would graduate with a "trade" certificate and a Department of Education High School Diploma.

In 1976 the report "High School Vocational Education in Perspective" was presented. As a result an Advisory Committee was established by the Minister of Education. As a first step in implementing the recommendations in the report, the Hon. Bennett Campbell established a High School Vocational Co-ordinating Committee composed of representatives of Holland College, the Unit School Boards, the Department of Labour, and the Department of Education. As part of its function, the Co-ordinating Committee would:

a. develop a long-range plan for high school vocational education in the Province reflecting the recommendations of the Report; and

b. carry out periodic evaluations of the high school vocational program.

This committee was active until the late 1970's when it died a somewhat natural death without completely fulfilling its mandate.

Today, the high school vocational program is primarily administered by Holland College except in some instances. This somewhat ambiguous method of delivery has caused concern for both Holland College and some of the units. **Why?**

Purpose

Confusion appears to exist as to whether the high school vocational program is designed to pursue a "trade" or simply a personal interest. Some have suggested that the range of programs should be expanded and that every student should experience one year of vocational education.

There is a sense that high school students today are not counselled toward a vocational career but rather toward courses for high school credit. The concern has been expressed that the courses offered by the units are not "trade" orientated but rather "interest" orientated. Whether or not this is true is difficult to determine because of the lack of uniform standards between the vocational programs offered by the School Boards and Holland College.

Standards

It has been suggested that the image and credibility of the high school vocational program may be in jeopardy which, needless to say, could reflect poorly on the reputation of Holland College, particularly in the eyes of industry. This situation is further aggravated by the fact that Holland College cannot restrict students from entering their programs in the integration program. On Prince Edward Island we appear to be continuing to perpetuate the myth that vocational education is for the less academically inclined with a great many of the students taking only the general or practical course work. This has led to a decline in high standards causing serious concern that students will not be sufficiently competent to meet the demands of industry.

Co-ordination

Lack of co-ordination between the Units and Holland College with regard to exam schedules, days off from school, etc., continue to plague the integration program.

The suggestions have been made that the integration program should be modified to allow for block attendance by students at Holland College or the high school vocational program should be turned over to the units for delivery.

Funding

In addition to the suggestion that the one-year trade students should receive student loans, concerns were expressed by one of the Boards that discrepancies in funding vocational education existed. There is no special consideration given to the units who deliver vocational courses (Units 1 & 4) to maintain the costly equipment.

Physical Education

In many respects the traditional attitude of physical education as "sports and physical training" prevents the program from obtaining equal recognition and priority within the school system. Today, the physical education program of a consolidated school with a professionally trained physical education teacher and gymnasium plays a much broader role with the maintenance and promotion of good health and the development of basic physical skills. In addition, at the elementary level it plays a support role to the language arts program by helping to improve co-ordination and perceptual skills. While this picture may look very bright, there are still some difficulties to overcome including:

- A policy does not exist regarding the delivery of physical education in terms of:

  a) appropriate pupil teacher ratio

  For instance, the approximate average pupil teacher ratio for physical education instructors in Unit 4 is 1:305 compared with 1:356 in Unit 3. The Development Plan recommended a ratio of 1:300.

	No. of Students	No. of PE Teachers	No. of Coordinators
1963	26,277	26	--
1973	29,282	65	3*(Units 1,2, & 3)
1983	25,596	86	1*(Unit 2)

* Units 1, 3 and 4 have Physical Education Department Heads. Although these people teach full time, they chair unit meetings and co-ordinate the sharing of ideas and concerns.

** Do not all teach physical education full time: about 65 full time equivalents.

  b) Class size

  Classes range in size from an average of 15 in Mt. Stewart to some as large as 38 in Queen Charlotte;

c) Duration of Classes

In terms of duration of classes, children in Bloomfield Elementary might have three 20-minute periods per week compared with O'Leary Elementary which has three 30-minute periods per week;

- in addition, opportunities for inservice are limited
- there is little co-ordination within the units in terms of sharing equipment to the point where some fairly expensive equipment sits around unused for extended periods of time (Note Appendix 1.)
- physical education classes are not given the same priority as other courses frequently cancelled because of other activities requiring the use of the gymnasium
- when community facilities are constructed there is little, if any, consultation with the physical education instructors to insure maximum use
- there is a tendency for many physical education teachers to advance to administrative positions because of their experience and education (leadership courses, etc.) sometimes to the detriment of the program within that school. (because they are not replaced)
- there is not enough sharing of trained professionals among several schools - for example, a bilingual physical education teacher might teach all French immersion classes in the unit or a dance specialist might teach all the dance in the unit or between units.

Safety

Numerous briefs expressed dissatisfaction regarding safety practices within our education system, in particular with the operation of school buses:

- over crowding - "the factory-set seating limits are far too often, especially in the early part of the school year, exceeded"
- stop arms are used only within a couple of the units
- absence of seat belts
- buses are not inspected thoroughly or as frequently as they might be
- bus drivers are not reporting all the violations related to passing buses when the stop lights are flashing, etc.
- Some Boards are purchasing the chassis only and as such the "new" buses will not have the new improved passenger safety features
- in general "there should be consistent application of safety features and rules; and such policies should not be left to the decision of individual units".

Playgrounds were also noted, citing in some instances, crowding, insufficient supervision and, poor maintenance and design.

Some concerns were also expressed on the need to limit **class size** in certain fields because of the need for more rigid supervision, for example physical education, industrial arts and science labs. While the existing pupil/teacher ratio for vocational classes is 14 students per teacher, a similar safety feature does not exist for industrial arts classes. Many science labs have been built to handle 20 - 24 students, however, some teachers are teaching labs with large numbers of students (32 - 38). According to one submission:

> The 'Canada Health Knowledge Survey' recently conducted by Queen's University, under the auspices of Health and Welfare Canada, reveals that under the topic 'Safety', Prince Edward Island students scored below the National average in all three age groups surveyed; as well, they scored within the range of 'Major Improvements Needed' in two of the three age groups.

In fairness to Island children, it should be noted that a large percentage of the test related to an urban environment and as such, does not relate as much to Prince Edward Island as to other parts of Canada.

In addition, grave concerns were expressed regarding the lack of first aid training among school staff and students. It should be noted that the Red Cross has provided first aid workshops for elementary teachers in 85% of our schools.

Pupil/ Teacher Ratio

In virtually every location in Prince Edward Island teachers, parents, students, and professional organizations commented on this topic with tremendous consistency. Clearly the message delivered was:

- as a minimum do not raise the Pupil/Teacher Ratio
- if at all possible the Pupil/ Teacher Ratio should be lowered
- the Pupil/Teacher Ratio should be lowered at the elementary level
- many of the components that are considered when determining the Pupil/ Teacher Ratio should be removed, especially administrators and co-ordinators, many of whom never teach! Parents want to have a better sense of what the actual size of classes are.

COMMUNITY USE OF SCHOOLS

	1977		1984	
UNITS	# of schools	# of students	# of schools	# of students
1	5	647	5	708
2	5	1,341	6	1,379
3	9	1,611	9	1,501
4	13	1,405	14	1,724
5	1	115	1	108
	33	5,119	35	5,420

FIGURE 5

While the participation rate in community schools has remained relatively constant, (Note Figure 5.) the Commission was advised of the discrepancies in unit policies regarding the use of facilities in terms of access and cost. Each unit has a policy in place to encourage the use of each school; however, the final approval rests with the principal.

In several of the briefs the Unit 1 Board was applauded for both its policy and its positive "open door" attitude toward community use of facilities while in two of the other units, parents were denied access to a school and/or told that they had access only to the hallways.

The majority of briefs suggested that while policies to facilitate use and access may be in place, much more leadership has to come from the Boards and the Department of Education to ensure that the policies are adhered to and that in fact communities are encouraged to use the schools. Lip service is not enough.

It was further suggested that while we may want to encourage the community to use school equipment and facilities, there are direct and indirect costs associated with this use. This must be acknowledged and accepted at the outset with sufficient funding put in place.

Greater Use of School Facilities

The majority of briefs called for a uniform policy province-wide regarding availability and use of school facilities. There is need for greater cooperation to encourage Islanders to enjoy our schools. Some suggested that the Community School concept be greatly expanded.

OUR TEACHING PROFESSION

The majority of people who commented on our Island teachers indicated that for the most part they were very **satisfied with the quality of our teachers.** However, as in most professions, there will always be a few who do not meet the high standards that many of us demand. Given that educators are entrusted with our most valuable natural resource - our children - it is little wonder that we want to ensure that **our teachers continue to develop to their full potential** - to grow in their profession.

Intimately related to this whole area is teacher inservice and professional development, evaluation, mobility and tenure. From Tignish to Souris, teachers, trustees, parents, students and the general public expressed their views on these very important topics. (Note Appendix 3 for a more detailed summary.)

In most instances, Islanders are **satisfied with holding inservice and professional development days** for our teachers although many expressed the desire that they be held at another time of the year and that "too many four-day weeks" be avoided. Several lacked a basic understanding as to the "purpose" of professional development, and it is apparent that improved communication is necessary in this area by all agencies involved.

Of particular concern to many parents is the current practice of teacher evaluation and the granting of tenure. While the process for teacher evaluation may vary from unit to unit, in the past and to some extent in the present, teachers are regularly evaluated by the school principal in their first three years of teaching. Assuming that these evaluations are positive, tenure is granted. However, because of this, tenure is not necessairly protable and teachers are hesitant to transfer to a new Board where they may be on probation for a year. Portability of tenure is at the discretion of the Board and with the threat of teacher cutbacks each year, most will not risk losing tenure. Thus, it is not uncommon to have teachers and administrators stay within the same school or unit for 15 to 20 years - sometimes very frustrated by their inability to move to acquire new challenges and opportunities.

While portability of tenure may be viewed as a problem among some teachers and parents, any movement toward "provincial tenure" would undoubtedly be resisted by School Boards and their administration. Some might resist portability of tenure because they do not have sufficient confidence in evaluations done by other Boards. Others might support the P.E.I. Association of School Boards' view that "any movement which would promote a guarantee of the mobility or transfer of tenure from one Board to another would be opposed. It would simply mean more erosion of management rights or freedoms". The reasons would vary.

The concerns over tenure and evaulation have surfaced in other parts of Canada in terms of both teachers and administrators. In one school in Edmonton, Alberta, the school principal is evaluated yearly by Board staff and thorough questionnaires are distributed to the parents of all his/her students, teachers, and students themselves. Success or failure, positive or negative comments are no longer left to the discretion of a single individual or solely to educators. In Manitoba, the government has recently instituted portability of due process for teachers.

While it might be difficult to obtain concensus on the nature of an evaluation process to facilitate the granting of tenure provincially, it is clear that many Islanders are dissatisfied with the present system.

THE SCHOOL BOARD

THE REGIONAL ADMINISTRATIVE UNIT STRUCTURE

The majority of briefs that commented on the existing unit structure expressed satisfaction with the structure of five Regional Administrative Units.

Perhaps as interesting as the approximately 25 briefs that expressed their views on the unit structure, is the fact that more than 50 additional briefs discussed the need for improved or increased services from the Boards.

This has left me with the impression that for many, the unit structure is an accepted way of life. This is not to suggest that all is perfect or that changes and improvements are not necessary! Rather, it is to suggest that the basic organization of the five Units does for the most part, function quite well.

Although the number of organizations that support the existing structure is substantive, it is important to note that on several occasions some compelling arguments were presented suggesting that the structure be altered. Some of the briefs received in Units 1 and 4 expressed the concern that consolidation had destroyed community life. They advocated that the concept of local school control, similar to the school district concept, was preferable to control from the Unit Boards. While strong support for this viewpoint does not exist across the Province, the concerns raised should not be ignored or dismissed. With increased awareness and sensitivity from the Boards, these concerns could be greatly diminished.

Some of the concerns and suggestions raised regarding the Board of Trustees, their administration and the operation of the units in general include:

Election of Trustees

- lack of information on the role and function of a trustee for prospective candidates or interested voters
- obscure advertisements in newspapers on elections
- most people do not know which electoral zone they live in, poor definition of zones, confusion over which zone is up for election
- insufficient number of polling stations
- no voters list for elections
- poor communication re: who is running where and who is eligible to vote, where

- many have suggested that School Board elections be held the same time as municipal elections to increase awareness and voter turnout

- many strongly advocated that trustees should all be elected. If a candidate is not identified by the closing date for nominations, this date should be extended to encourage others to run; if a trustee dies, resigns or is removed from office, a by-election should be held

- opinions varied on the appropriate number of trustees per unit

Term of Office

- the term of office is too long

- the number of consecutive terms a trustee may run should be limited

- continuity on the Board is important

- the Department of Education have one appointed trustee to each board to serve as an ex-offico member with the right to sit on all committees and at all meetings

- numerous suggestions were made on whether all trustees should be elected at once, one-half every two years, or one-third every year

Discharge of Duties of Trustees

- more professional development is needed for trustees to better understand the role of the School Board and their role as trustee

- trustees need to stay more in tune with the views of their constituents to represent their views on the Board possibly by holding "discussion nights", two or three times a year with interested parents and teachers

- there is a need for **improved communication** between the trustee and his/her constituents (Unit newsletters or pamphlets to parents identifying who they are, etc., would help)
- **trustees** do not have sufficient opportunities both formal and informal to **communicate with the Minister of Education,** in particular, and her senior staff
- some have expressed concern on the **lack of accountability** of the School Boards to the Department of Education and parents
- no consensus of opinion was forthcoming on **trustee compensation**

Administration

- need for much more **mobility** of personnel within and between units
- lack of **leadership skills** - the qualifications demanded of all levels of administration are very low in relation to potential responsibilities
- some **confusion/concern** exists over **contracts for Board administration and principals,** including expectations by some that term contracts are automatically renewed, lack of formal evaluation, etc., some suggested that the terms and conditions of employment for staff be reviewed - possibly establishing a **separate bargaining unit for this group**

Numerous expressions of dissatisfaction were received from both parents and teachers regarding certain of the practices employed within some of the units. Suggestions and comments included:

- we are not doing enough to ensure the personal growth and development of principals. Given that he/she exercises a tremendous influence within the school, more courses should be available within the Province, possibly on a mandatory basis

Leadership/ Hiring Practices

- with teacher cut-backs, more and more teachers are being asked to take on duties for which they may not be qualified assuming, for example, that it is desirable to have Home Economics taught by someone who has a degree in Home Economics, or that it is desirable to have a person with a library degree in your library. Some have expressed concern that we would pay the same salary or within the same range, even if the person does not have the qualifications. Others have suggested that it is time that we ensure we are making the best decisions for our children - not just for the teaching profession.

The General Operation of the Units

- need for more consistent policies unit and province-wide - attendance, community use of schools, etc.
- more uniformity in curricula
- all School Board meetings should be open to the public and held in various areas on a rotational basis
- a teacher center modeled after the Little Red School House - Unit 2, should be established in each Unit
- that School Boards be asked to submit every second year, a list of their priorities to the Department and to give a progress report on these every six months.

THE DEPARTMENT OF EDUCATION/GENERAL OPERATION

Goals of Education

In the early 1970's with the implementation of the Development Plan, the Department of Education established "Goals of Education" or a philosophy statement. Since that time little attention has been paid to modify or update this philosophy. The concern has been expressed that "without the adoption of a set of goals accepted by a system, decisions, evaluations and reviews occur in isolation and often relate only to the latest fad... How can a delivery system (or education) be assessed in terms of effectiveness when there is no common perception of what that system is to deliver (to do)".

Communication

In general, there seems to be a need for improved communication within the Department of Education and with the various components of the system. The following points were brought forward:

- need for Department personnel to be better informed of the impact of decisions which are made at departmental level on unit operations, particularly in financial areas
- need for improved communication between the Department and the School Units particularly where and when changes are being contemplated
- need for the Department to establish program development priorities to span possibly a five-year period
- need for improved internal communication within the Department - teachers sometimes get "mixed signals" from each level working in isolation indicating possibly a lack of clearly defined job descriptions and duplication of roles
- more liason between Department consultants, Board consultants and teachers

- more attention should be paid to **scheduling in-service** sessions by consulting with the Board offices to avoid problems.

Department Programs and Policies

Grants to Small Schools Resource Teachers

Repeatedly, Islanders indicated their satisfaction with the **Grants to Small Schools** and the **Resource Teacher Program.** Everyone requested that this program be built into the funding formula and, if at all possible, expanded.

Teacher Aides

Strong support and satisfaction exists province-wide for the role of **teacher aides** within our schools, particularly those provided to special education classes. Numerous teachers expressed appreciation to the Boards and to Canada Employment and Immigration Commission for the provision of these services.

Multi-Culturalism

The request was made that the Department of Education develop an **official policy on multiculturalism** in conjunction with the development of resource materials. In addition, every effort should be made to educate those involved with the education system of a multicultural nature in Prince Edward Island on the many resources available.

Human Rights

They requested that every effort be made to ensure that the **physically handicapped** have easy **access** to schools and that the children with special needs have access to appropriate education within their own community. Everyone involved in the education community must be made more **aware** of human rights issues both in terms of teaching and curricula.

Private Schools

Some parents have expressed the desire to establish private schools to address what they feel to be weaknesses in the existing system. They have requested that the Province provide a per **student grant** to each school or provide a **tax credit** to the parents concerned.

Substitute Teachers

In the late 1960's, **substitute teachers** were paid according to qualifications and experience. In the 1970's, a **per diem** rate was put in place and still exists today. The Prince Edward Island Teachers' Federation has made a request to have the right to bargain collectively for substitute teachers in an effort to readdress the per diem method. This situation is further aggravated by the fact that the federally-funded Teachers' Aide program actually pays a teachers aide more than a teacher substituting for a full week.

In addition, all part-time, non-instructional personnel who are members of the Canadian Union of Public Employees (CUPE), receive parity with the person who is being replaced. Even if the present daily rate was doubled, most substitute teachers would not receive parity with teachers under contract.

COMMUNICATION / PARTICIPATION

Parental Participation In Education

Clearly, the opinions varied as did the motivation of those offering criticism. There was general support for the view that parents should be more intimately involved in decision making.

Some parents indicated that they had a sense of helplessness and in some cases fear. Others expressed a sense of frustration at their inability to influence educational decisions. Some expressed concern over the ability of Boards and their administration, if they so desired, to stifle complaints and to diminish the influence parents have upon school policy.

It appears that in schools where an active Home & School Association exists, communication and understanding between parents and teachers was better than those without such an association. These parents generally seemed better informed and more aware of the issues in education. They also had the support and vehicle for involvement in decisions at the provincial and national levels through the P. E. I. Federation of Home and School Associations and the Canadian Home and School and Parent-Teacher Federation. However, the existence and activity of a local Home and School Association is all too often solely dependent on the interest, support or whim of the local school principal.

A few schools in the Province have established School Consultative Committees which include representatives from parents, students, teachers, and the principal. While these seem to have had some success, there were complaints that this method of public involvement in decision-making restricted participation to only a few parents in a school district.

While the appropriate model for their participation was not explicitly suggested, several suggested an improved, strengthened consultation committee might be workable.

Women

Several briefs called attention to indications of discrimination against women in the educational system. Their basic concern is the lack of participation of women in "leadership positions". (Note Figure 6.)

	TOTAL	WOMEN	MEN	%(WOMEN)
Teaching Staff	1,452	840	612	57.85
Principals	65	4	61	6.15
Vice-Principals	63	15	48	23.80
Persons with Administrative Allowances	212	43	169	20.28
Unit Superintendents	5	0	5	0.00
Unit Assistant Superintendents	5	1	4	20.00

FIGURE 6

At best, the situation could be described as a drastic "underrepresentation" of women in an education system where 55% of the school students and 58% of the teaching staff are female. This has led to the following:

- women have little control or influence on the administration of the system
- women teachers' organizational and administrative skills are underutilized, thus we are not developing all of our human resources to the fullest
- it perpetuates a stereotyped role of women in our children (women - care and service providers; men - decision-makers and authority figures).

CHAPTER THREE

The Questionnaire

THE QUESTIONNAIRE

Purpose

A confidential questionnaire (Appendix 4) was developed by the School System Review Commission:

- to assist in determining the degree of public satisfaction with the general operation of the current structure and organization
- to verify concerns and comments expressed through various submissions, and
- to encourage a wider number of Islanders to express their views on the system.

Background

Numerous questionnaires were reviewed including the Community Attitude Survey and the Student-Parent-Staff Attitude Survey from Edmonton (Palmer: 1983). In addition, Public Attitudes Towards Education in Newfoundland and Labrador (Warren: 1979 and 1983), Issues in Schooling (Saskatchewan: 1982), and the Gallup Poll on Public Opinion in Canada (1979) were examined. This review assisted the Commission in determining the appropriate sample size and selection, critical concerns regarding design and distribution and in general, refining our overall methodology. Certain questions used can be attributed directly to those surveys.

Several outlines of the questionnaire were prepared and a draft was distributed to 10% of the sample for pretesting. This draft was also distributed to the Cabinet Committee on Social Development, Boards of Trustees for the units, the Association of School Boards, and the Prince Edward Island Teachers' Federation for comments and suggestions. Based on their input, revisions and additions were made to clarify the intent of particular questions until the final copy was produced which best suited the Commission's mandate.

Sample Selection

A total sample of 4400 individuals was selected to receive the questionnaire which represented approximately 5% of the total population of Prince Edward Island, 18 years and over as of the 1981 census. A quota sample was selected with parents (68%) composing the main quota and non-parents (7%), teachers (10%), students (10%), school trustees - both past and present (4%), and board staff (1%) the remaining quotas. Each group is referred to in our

Pre-Letter

During the first week of May, a pre-letter was distributed to the selected sample to advise them that they would receive the questionnaire and to explain its purpose. The recipients were asked to contact the Commission if they did not want to receive a questionnaire or if they would like to receive it in French. The pre-letter was also sent to help identify individuals who had moved, changed names or were deceased.

Distribution

The questionnaire was distributed the end of May and included a covering letter advising the participants of the deadline for submission, June 14th, and encouraging them to participate. A pre-paid self-addressed envelope was also included.

Response Rate

While a variety of techniques had been selected to increase the response rate: providing a prepaid self-addressed envelope, circulating the pre-letter, using the reminder card and extending the deadline, the reminder card proved to be the most effective means. Only 28% of the questionnaires were returned by the deadline at which time a reminder card was sent. The final response rate was 48.5%.

Limitations of the Study

We recognize that there may be some possible limitations which could contribute to sampling error. Despite these conditions the survey has been conducted in a thorough and rigorous manner to ensure that the Commission has obtained a sufficiently accurate representation of public opinion. The following may be some of the limitations:

- the small sample size from Unit Five, particularly in some categories, may bias somewhat the overall impressions from that Unit.
- the recent controversy regarding the "family life" issue in Unit Three may have influenced responses from individuals in the Unit
- the responses from Unit One may appear divergent from a recent study conducted by that Board. However, we have selected a broader sample including teachers, students, trustees, etc.

Analysis

The reader is cautioned not to oversimplify or generalize the results of each question. The degree of satisfaction or dissatisfaction is frequently expressed in proportion to the degree of familiarity with a particular aspect of the system.

The results of the questionnaire are presented by individual question. Simple percentage distributions were calculated and arranged in "Provincial Summary Charts" which include a breakdown of responses by "unit" and by "category". Breakdown charts of the categories by unit are also provided if the level of dissatisfaction exceeds 20%. Percentages in the tables may not always total 100% because of rounding off.

Information regarding the demographics of the respondents was collected and analyzed; however, because of the homogeneous nature of the Island, no significant pattern emerged among the age, sex, education, urban/rural characteristics. When a significant difference in opinion exists (10%), cross-tabular analysis was recorded.

Careful analysis of the response rates will show that although 2160 questionnaires were returned; only 2031 were analyzed. The remaining number (129) either arrived too late, were incomplete or had been requested. A separate analysis was conducted and although not presented, the results were not significantly different.

When referring to the level of satisfaction in the analysis, we included the total percentage of responses of very satisfied, satisfied and slightly satisfied. The total percentage for the level of dissatisfaction also includes the three levels of dissatisfaction unless otherwise stated.

Respondents were also given the opportunity to comment on areas of particular concern, however, less than 3% of those who completed the questionnaire took the opportunity. An analysis of these comments is provided with each question. The reader is reminded that these comments represent the views in most instances, of less than sixty people.

analysis as a category. Although the primary emphasis in the sample selection was to solicit the views of those involved directly with the system, we did not want to exclude anyone. As a result, non-parents (taxpayers contributing to education), were included. All Islanders were encouraged to participate although their results were analyzed "outside" the quotas identified in the sample.

The names of parents and students were selected from a list of student enrollment by simple random sampling, with every "nth" name on the list selected. The number selected from each school was proportional to the total enrollment of that school relative to the total student enrollment on the Island. Teachers were also selected in a similar fashion, with the number selected from each school proportional to the total teaching staff on Prince Edward Island. Non-parents were selected at random from the most recent voters' list. The number of names selected from each electoral district was proportional to the population of each district.

Actual Number of Questionnaires Distributed

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	TOTAL	PER CENT
PARENTS	443	626	1304	587	58	3018	67.7
NON-PARENTS	41	55	124	62	5	287	6.4
STUDENTS	61	85	193	84	8	431	9.7
TEACHERS	61	89	187	95	9	441	9.9
PRESENT TRUSTEES	15	15	15	14	15	74	1.7
PAST TRUSTEES	17	29	35	20	6	107	2.4
BOARD STAFF	5	11	11	8	2	37	0.8
REQUESTED	5	5	31	20	0	61	1.4
TOTAL	648	915	1900	890	103	4456	100.0

Actual Number of Questionnaires Returned

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	TOTAL	PER CENT*
PARENTS	148	279	567	228	28	1250	61.5
NON-PARENTS	4	17	16	13	3	53	2.6
STUDENTS	35	45	100	48	10	238	11.7
TEACHERS	51	71	137	65	6	330	16.2
PRESENT TRUSTEES	13	15	11	11	13	63	3.1
PAST TRUSTEES	5	26	19	14	3	67	3.3
BOARD STAFF	5	8	9	7	1	30	1.5
TOTAL	261	461	859	386	64	2031	100.0
PER CENT	12.9	22.7	42.3	19.0	3.2	100.0	

* Per Cent of Total Responses

RESPONSE TOTALS FOR PRINCE EDWARD ISLAND

	No.	Per Cent
COMMUNITY		
Rural Area	612	30.1
Small Town/Village	407	20.0
City/Large Town and Areas	1012	49.8
SCHOOL CHILDREN ATTEND		
Preschool	188	6.8
Elementary	1104	40.0
Junior High	642	23.2
High School	633	22.9
Had Children In The School System	195	7.1
AGE		
Under 20 Years	236	11.6
20-29 Years	109	5.4
30-39 Years	812	40.0
40-49 Years	594	29.2
50-59 Years	197	9.7
60 Years & Over	83	4.1
EDUCATION		
Elementary (Grades 1-6)	37	1.8
Junior High (Grades 7-9)	188	9.3
High School (Grades 10-12)	698	34.5
Diploma - Training After High School	343	16.9
Some University	253	12.5
University Degree(s)	505	25.0
SEX		
Male	1000	49.2
Female	1031	50.8
MARITAL STATUS		
Single	325	16.0
Married	1559	76.8
Divorced	46	2.3
Separated	49	2.4
Widow/Widower	52	2.6

THE SCHOOL

QUESTION 7: HOW SATISFIED ARE YOU WITH SCHOOL FACILITIES FOR PUPILS?

A) School Facilities - Instructional (classrooms)

Eighty-nine per cent of the respondents expressed satisfaction with the instructional facilities while 9% expressed dissatisfaction. Board staff and students were the most satisfied. Teachers and past trustees indicated the highest level of dissatisfaction.

A number of individuals expressed their concern regarding the need for improvements in existing facilities especially at Tignish Elementary, Kensington Intermediate and Morell High School. Citizens within the Charlottetown area felt their schools had been neglected since consolidation and were not up to par with the other newer Island schools.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	18.5	62.0	8.2	4.2	3.2	1.8	2.2	1250
NON-PARENTS	18.9	54.7	9.4	7.5	0.0	0.0	9.4	53
STUDENTS	15.5	63.9	12.6	4.2	2.1	1.3	0.4	238
TEACHERS	20.6	58.2	9.1	4.5	3.6	3.0	0.9	330
PRESENT TRUSTEES	28.6	60.3	6.3	1.6	1.6	0.0	1.6	63
PAST TRUSTEES	22.4	55.2	10.4	3.0	6.0	1.5	1.5	67
BOARD STAFF	26.7	43.3	23.3	0.0	6.7	0.0	0.0	30
TOTAL	387	1236	184	85	64	37	38	2031
% of TOTAL	19.1	60.9	9.1	4.2	3.2	1.8	1.9	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	23.0	62.1	6.9	3.4	2.7	0.4	1.5	261
UNIT 2	18.2	67.9	5.6	2.2	2.8	1.3	2.0	461
UNIT 3	20.0	58.8	10.1	5.1	3.1	1.9	0.9	859
UNIT 4	15.3	54.7	13.2	5.7	3.9	3.6	3.6	386
UNIT 5	18.8	70.3	3.1	0.0	3.1	0.0	4.7	64
TOTAL	387	1236	184	85	64	37	38	2031
% of TOTAL	19.1	60.9	9.1	4.2	3.2	1.8	1.9	100.0

QUESTION 7: **B) School Facilities - Specialist Areas (labs, resource centres)**

Fifty-five per cent of the respondents expressed satisfaction while 18% expressed dissatisfaction with specialist areas. (A high percentage of parents and non-parents indicated "don't know".) Present trustees and students indicated the highest degree of satisfaction; the most dissatisfied were teachers (29%) and Board staff (27%). In Unit 4, 38% of students and 46% of teachers were dissatisfied. Respondents in Unit 1 expressed the highest level of satisfaction; respondents in Unit 4 were the most dissatisfied.

Many commented that specialist facilities were not available in the small schools, especially in Unit 4 or if they were there, they were inadequate.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	11.6	44.1	14.6	5.8	5.8	3.4	14.6	1250
NON-PARENTS	11.3	39.6	15.1	5.7	3.8	1.9	22.6	53
STUDENTS	18.9	41.6	15.1	10.5	4.2	5.9	3.8	238
TEACHERS	13.0	39.1	16.4	10.6	10.0	8.5	2.4	330
PRESENT TRUSTEES	14.3	38.1	31.7	1.6	9.5	1.6	3.2	63
PAST TRUSTEES	10.4	37.3	19.4	10.4	11.9	3.0	7.5	67
BOARD STAFF	20.0	26.7	23.3	10.0	6.7	10.0	3.3	30
TOTAL	261	857	321	147	134	92	219	2031
% of TOTAL	12.9	42.2	15.8	7.2	6.6	4.5	10.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	18.4	50.2	15.3	3.1	2.3	1.5	9.2	261
UNIT 2	13.7	44.9	11.7	7.2	6.3	4.1	12.1	461
UNIT 3	12.9	41.6	17.0	7.6	6.8	4.0	10.2	859
UNIT 4	8.3	33.4	18.1	10.4	10.1	8.3	11.4	386
UNIT 5	10.9	51.6	17.2	1.6	3.1	4.7	10.9	64
TOTAL	261	857	321	147	134	92	219	2031
% of TOTAL	12.9	42.2	15.8	7.2	6.6	4.5	10.8	100.0

QUESTION 7: **C) School Facilities - Recreational (gym, etc.)**

Eighty-five per cent of the respondents expressed satisfaction with the recreational facilities; 13% expressed dissatisfaction. The most satisfied were trustees (89%) while teachers and students indicated the highest level of dissatisfaction. In Unit 4, 46% of teachers were dissatisfied. In general, respondents in Unit 5 were the most satisfied.

Less than 2% of the respondents commented on the need for improvements in gym facilities in some of the older schools and less than 1% commented on the necessity for more supervision in playground areas.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	22.5	52.3	10.3	5.2	3.5	3.1	3.0	1250
NON-PARENTS	13.2	56.6	9.4	7.5	1.9	1.9	9.4	53
STUDENTS	28.6	43.7	12.6	5.5	6.3	2.5	0.8	238
TEACHERS	23.6	45.8	12.4	4.8	4.5	7.3	1.5	330
PRESENT TRUSTEES	20.6	55.6	12.7	7.9	0.0	0.0	3.2	63
PAST TRUSTEES	23.9	50.7	13.4	1.5	4.5	1.5	4.5	67
BOARD STAFF	26.7	40.0	20.0	6.7	6.7	0.0	0.0	30
TOTAL	471	1020	228	106	80	71	55	2031
% of TOTAL	23.2	50.2	11.2	5.2	3.9	3.5	2.7	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	33.7	47.5	7.3	3.8	3.4	1.9	2.3	261
UNIT 2	21.9	50.3	11.7	6.7	3.0	3.5	2.8	461
UNIT 3	21.9	52.4	9.8	5.7	4.5	3.5	2.2	859
UNIT 4	18.1	47.9	16.8	3.6	4.7	5.2	3.6	386
UNIT 5	37.5	45.3	9.4	3.1	0.0	0.0	4.7	64
TOTAL	471	1020	228	106	80	71	55	2031
% of TOTAL	23.2	50.2	11.2	5.2	3.9	3.5	2.7	100.0

QUESTION 7: D) School Facilities - Lunch Room

Fifty-nine per cent expressed satisfaction with existing lunch facilities while 34% expressed dissatisfaction. While present trustees were the most satisfied, teachers and Board staff were the most dissatisfied. Unit 5 expressed the highest level of satisfaction; Unit 3 expressed the highest level of dissatisfaction with lunch facilities (40%).

Concerns were expressed that lunch room facilities are needed in a number of the city schools (Unit 3). With the present system, some schools without a cafeteria will not allow students who live within the one-mile radius to stay for lunch hour.

Approximately 3% of the respondents expressed their concern regarding elementary children who must walk long distances to go home for lunch. This is of particular concern during the winter. Parents also expressed concern that children do not have time to eat their lunches properly because of staggered lunch hours.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	10.7	35.5	13.7	10.1	9.8	11.8	8.4	1250
NON-PARENTS	17.0	24.5	13.2	11.3	13.2	3.8	17.0	53
STUDENTS	14.3	34.9	11.3	12.2	9.7	13.0	4.6	238
TEACHERS	10.6	22.7	19.1	10.0	17.3	17.3	3.0	330
PRESENT TRUSTEES	9.5	42.9	11.1	17.5	4.8	7.9	6.3	63
PAST TRUSTEES	7.5	40.3	14.9	11.9	11.9	10.4	3.0	67
BOARD STAFF	13.3	16.7	26.7	13.3	23.3	3.3	3.3	30
TOTAL	227	674	293	217	227	251	142	2031
% of TOTAL	11.2	33.2	14.4	10.7	11.2	12.4	7.0	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	16.5	44.8	16.5	7.3	5.4	6.5	3.1	261
UNIT 2	8.2	36.4	15.2	13.4	10.8	9.1	6.7	461
UNIT 3	9.7	27.8	13.7	12.2	13.9	14.6	8.1	859
UNIT 4	12.2	30.3	14.8	7.0	10.9	17.1	7.8	386
UNIT 5	25.0	51.6	7.8	6.3	3.1	1.6	4.7	64
TOTAL	227	674	293	217	227	251	142	2031
% of TOTAL	11.2	33.2	14.4	10.7	11.2	12.4	7.0	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	14.2	48.0	13.5	7.4	5.4	7.4	4.1
UNIT 2	8.6	38.7	14.3	11.5	10.0	9.3	7.5
UNIT 3	9.7	29.5	13.9	11.8	12.0	12.7	10.4
UNIT 4	11.4	37.3	12.3	6.6	7.9	17.1	7.5
UNIT 5	28.6	46.4	14.3	3.6	0.0	0.0	7.1
TOTAL NO. OF RESPONSES	134	444	171	126	122	148	105
% OF TOTAL	10.7	35.5	13.7	10.1	9.8	11.8	8.4

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	50.0	25.0	25.0	0.0	0.0	0.0	0.0
UNIT 2	17.6	29.4	11.8	11.8	11.8	5.9	11.8
UNIT 3	0.0	25.0	18.8	12.5	12.5	6.3	25.0
UNIT 4	15.4	23.1	7.7	15.4	15.4	0.0	23.1
UNIT 5	66.7	0.0	0.0	0.0	33.3	0.0	0.0
TOTAL NO. OF RESPONSES	9	13	7	6	7	2	9
% OF TOTAL	17.0	24.5	13.2	11.3	13.2	3.8	17.0

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	20.0	42.9	17.1	5.7	2.9	8.6	2.9
UNIT 2	8.9	40.0	13.3	13.3	8.9	11.1	4.4
UNIT 3	15.0	34.0	10.0	15.0	12.0	10.0	4.0
UNIT 4	10.4	18.8	10.4	12.5	12.5	27.1	8.3
UNIT 5	30.0	70.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	34	83	27	29	23	31	11
% OF TOTAL	14.3	34.9	11.3	12.2	9.7	13.0	4.6

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	17.6	29.4	27.5	11.8	5.9	5.9	2.0
UNIT 2	5.6	26.8	18.3	14.1	18.3	11.3	5.6
UNIT 3	8.0	20.4	14.6	10.9	19.7	24.8	1.5
UNIT 4	15.4	16.9	23.1	1.5	20.0	18.5	4.6
UNIT 5	16.7	33.3	16.7	16.7	16.7	0.0	0.0
TOTAL NO. OF RESPONSES	35	75	63	33	57	57	10
% OF TOTAL	10.6	22.7	19.1	10.0	17.3	17.3	3.0

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	15.4	76.9	0.0	0.0	7.7	0.0	0.0
UNIT 2	6.7	40.0	13.3	33.3	6.7	0.0	0.0
UNIT 3	0.0	9.1	9.1	27.3	9.1	36.4	9.1
UNIT 4	9.1	27.3	36.4	9.1	0.0	0.0	18.2
UNIT 5	15.4	53.8	0.0	15.4	0.0	7.7	7.7
TOTAL NO. OF RESPONSES	6	27	7	11	3	5	4
% OF TOTAL	9.5	42.9	11.1	17.5	4.8	7.9	6.3

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	80.0	20.0	0.0	0.0	0.0	0.0
UNIT 2	3.8	42.3	19.2	19.2	3.8	7.7	3.8
UNIT 3	5.3	21.1	10.5	15.8	31.6	15.8	0.0
UNIT 4	21.4	35.7	14.3	0.0	7.1	14.3	7.1
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	5	27	10	8	8	7	2
% OF TOTAL	7.5	40.3	14.9	11.9	11.9	10.4	3.0

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	40.0	20.0	20.0	0.0	20.0	0.0	0.0
UNIT 2	12.5	12.5	25.5	25.0	12.5	0.0	12.5
UNIT 3	11.1	11.1	33.3	0.0	33.3	11.1	0.0
UNIT 4	0.0	14.3	28.6	28.6	28.6	0.0	0.0
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	4	5	8	4	7	1	1
% OF TOTAL	13.3	16.7	26.7	13.3	23.3	3.3	3.3

QUESTION 8: **HOW SATISFIED ARE YOU WITH HOW THE SCHOOL IS MAINTAINED?**

Ninety-one per cent of the respondents expressed satisfaction with the maintenance of schools in their area while 7% were dissatisfied. Very little difference in opinion existed among the Units or the categories.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	28.2	55.0	7.8	3.6	1.8	0.6	3.0	1250
NON-PARENTS	24.5	47.2	11.3	0.0	0.0	1.9	15.1	53
STUDENTS	33.6	43.7	15.1	4.2	1.3	0.8	1.3	238
TEACHERS	23.6	50.3	13.6	4.5	4.2	1.5	2.1	330
PRESENT TRUSTEES	36.5	50.8	7.9	0.0	1.6	0.0	3.2	63
PAST TRUSTEES	32.8	44.8	13.4	4.5	3.0	0.0	1.5	67
BOARD STAFF	33.3	53.3	3.3	3.3	0.0	0.0	6.7	30
TOTAL	579	1060	199	74	42	16	61	2031
% of TOTAL	28.5	52.2	9.8	3.6	2.1	0.8	3.0	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	37.5	47.9	9.2	3.1	0.0	0.4	1.9	261
UNIT 2	28.9	54.4	6.9	3.3	2.2	0.9	3.5	461
UNIT 3	26.9	52.9	11.2	3.5	2.6	0.6	2.4	859
UNIT 4	24.9	51.3	10.6	5.2	2.6	1.6	3.9	386
UNIT 5	32.8	50.0	9.4	1.6	0.0	0.0	6.3	64
TOTAL	579	1060	199	74	42	16	61	2031
% of TOTAL	28.5	52.2	9.8	3.6	2.1	0.8	3.0	100.0

QUESTION 9: HOW SATISFIED ARE YOU WITH AFTER SCHOOL ACTIVITIES FOR STUDENTS SUCH AS SPORTS, BAND, AND CLUBS?

Seventy-nine per cent of the respondents expressed satisfaction, especially students in Unit 2, with after school activities while 13% indicated dissatisfaction. Unit 1 was the most satisfied while Unit 4 respondents were the most dissatisfied (19%).

Several individuals in Units 2 and 3 commented that extracurricular activities, although important, cause problems for rural students who must find their own transportation. A small number of respondents felt that extracurricular activities were too important in the eyes of some students and as a result, their marks had suffered. Parents also felt that elementary students should not be involved in fund raising activities such as the selling of bars, cheese, etc., because they were not old enough to be responsible for the money.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	15.4	46.9	13.0	5.4	4.6	3.8	10.9	1250
NON-PARENTS	7.5	58.5	5.7	3.8	3.8	1.9	18.9	53
STUDENTS	34.5	41.2	12.6	3.4	3.8	1.7	2.9	238
TEACHERS	21.5	49.7	12.7	6.7	3.3	4.2	1.8	330
PRESENT TRUSTEES	25.4	44.4	9.5	4.8	7.9	1.6	6.3	63
PAST TRUSTEES	14.9	44.8	16.4	9.0	6.0	3.0	6.0	67
BOARD STAFF	26.7	40.0	23.3	3.3	0.0	0.0	6.7	30
TOTAL	383	949	262	109	89	70	169	2031
% of TOTAL	18.9	46.7	12.9	5.4	4.4	3.4	8.3	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	30.7	49.4	5.4	4.2	2.3	1.9	6.1	261
UNIT 2	19.7	48.6	9.8	4.1	3.7	3.0	11.1	461
UNIT 3	18.4	47.1	13.3	5.9	4.3	3.0	7.9	859
UNIT 4	12.4	42.2	19.2	6.2	7.5	5.4	7.0	386
UNIT 5	9.4	43.8	23.4	6.3	0.0	6.3	10.9	64
TOTAL	383	949	262	109	89	70	169	2031
% of TOTAL	18.9	46.7	12.9	5.4	4.4	3.4	8.3	100.0

QUESTION 10: HOW SATISFIED ARE YOU WITH THE SELECTION OF SUBJECTS?

A) Available at Elementary

Eighty-five per cent of the respondents expressed satisfaction with the availability of subjects at the elementary level while 8% indicated dissatisfaction. Parents with children in the elementary grades in particular, indicated a high level of satisfaction (80-90%) in all Units. In general, respondents in Unit 1 were the most satisfied.

Parents who commented expressed the need to get back to the "basics" and suggested that too many pilot programs were occurring without parental involvement while many programs and services were being cut or reduced (art, music, and guidance).

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	18.7	58.4	7.6	3.2	2.6	1.3	8.2	1250
NON-PARENTS	13.2	49.1	9.4	3.8	3.8	0.0	20.8	53
STUDENTS	15.1	47.5	17.2	4.2	4.2	3.8	8.0	238
TEACHERS	21.8	57.9	9.1	2.1	1.5	1.8	5.8	330
PRESENT TRUSTEES	20.6	52.4	12.7	4.8	0.0	0.0	9.5	63
PAST TRUSTEES	10.4	59.7	9.0	6.0	3.0	1.5	10.4	67
BOARD STAFF	16.7	60.0	10.0	3.3	0.0	0.0	10.0	30
TOTAL	374	1151	188	67	52	32	167	2031
% of TOTAL	18.4	56.7	9.3	3.3	2.6	1.6	8.2	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	23.0	51.3	13.0	1.9	1.5	1.5	7.7	261
UNIT 2	19.3	56.8	10.2	2.6	1.5	1.7	7.8	461
UNIT 3	18.6	59.8	6.8	3.4	1.9	1.4	8.1	859
UNIT 4	14.5	54.9	10.4	4.7	5.7	2.1	7.8	386
UNIT 5	14.1	45.3	14.1	4.7	4.7	0.0	17.2	64
TOTAL	374	1151	188	67	52	32	167	2031
% of TOTAL	18.4	56.7	9.3	3.3	2.6	1.6	8.2	100.0

QUESTION 10: B) Available at Junior High

Sixty-six per cent of the respondents expressed satisfaction with the selection of subjects available. Twenty-one per cent expressed dissatisfaction. Present trustees and students indicated the highest level of satisfaction (84% and 78% respectively) while parents expressed the lowest level (62%). In general, respondents in Unit 1 expressed the highest degree of satisfaction.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	10.6	42.6	8.6	3.6	2.3	1.1	31.0	1250
NON-PARENTS	7.5	41.5	15.1	0.0	3.8	1.9	30.2	53
STUDENTS	9.7	43.7	24.8	7.1	2.9	3.4	8.4	238
TEACHERS	12.7	48.5	9.7	7.6	3.0	1.8	16.7	330
PRESENT TRUSTEES	14.3	54.0	15.9	0.0	1.6	0.0	14.3	63
PAST TRUSTEES	0.0	47.8	19.4	7.5	4.5	1.5	19.4	67
BOARD STAFF	10.0	46.7	13.3	20.0	0.0	0.0	10.0	30
TOTAL	214	899	234	98	52	30	504	2031
% of TOTAL	10.5	44.3	11.5	4.8	2.6	1.5	24.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	13.0	48.7	13.8	3.4	3.4	1.5	16.1	261
UNIT 2	12.1	43.2	9.5	7.6	2.6	1.1	23.9	461
UNIT 3	10.9	43.8	11.5	4.3	1.5	1.4	26.5	859
UNIT 4	6.2	43.5	12.4	3.9	3.9	2.3	27.7	386
UNIT 5	9.4	45.3	10.9	3.1	4.7	0.0	26.6	64
TOTAL	214	899	234	98	52	30	504	2031
% of TOTAL	10.5	44.3	11.5	4.8	2.6	1.5	24.8	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	12.2	48.0	8.1	2.7	5.4	2.0	21.6
UNIT 2	12.5	41.6	7.2	5.0	2.2	1.1	30.5
UNIT 3	11.1	42.3	9.0	3.4	1.2	0.5	32.5
UNIT 4	6.1	40.4	11.0	3.1	3.5	2.2	33.8
UNIT 5	10.7	50.0	0.0	3.6	0.0	0.0	35.7
TOTAL NO. OF RESPONSES	133	533	108	45	29	14	388
% OF TOTAL	10.6	42.6	8.0	3.6	2.3	1.1	31.0

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	25.0	25.0	0.0	0.0	0.0	25.0
UNIT 2	5.9	52.9	5.9	0.0	5.9	0.0	29.4
UNIT 3	6.3	43.8	25.0	0.0	6.3	0.0	18.8
UNIT 4	7.7	30.8	7.7	0.0	0.0	7.7	46.2
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	4	22	8	0	2	1	16
% OF TOTAL	7.5	41.5	15.1	0.0	3.8	1.9	30.2

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	5.7	34.3	42.9	8.6	2.9	0.0	5.7
UNIT 2	8.9	48.9	20.0	11.1	2.2	2.2	6.7
UNIT 3	11.0	46.0	21.0	7.0	3.0	6.0	6.0
UNIT 4	6.3	41.7	27.1	4.2	4.2	2.1	14.6
UNIT 5	30.0	40.0	10.0	0.0	0.0	0.0	20.0
TOTAL NO. OF RESPONSES	23	104	59	17	7	8	20
% OF TOTAL	9.7	43.7	24.8	7.1	2.9	3.4	8.4

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	17.6	52.9	11.8	3.9	0.0	2.0	11.8
UNIT 2	15.5	39.4	12.7	12.7	4.2	1.4	14.1
UNIT 3	12.4	47.4	8.0	6.6	0.0	2.2	23.4
UNIT 4	7.7	58.5	7.7	7.7	6.2	1.5	10.8
UNIT 5	0.0	33.3	16.7	0.0	50.0	0.0	0.0
TOTAL NO. OF RESPONSES	42	160	32	25	10	6	55
% OF TOTAL	12.7	48.5	9.7	7.6	3.0	1.8	16.7

Present

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	30.8	61.5	7.7	0.0	0.0	0.0	0.0
UNIT 2	20.0	66.7	6.7	0.0	0.0	0.0	6.7
UNIT 3	9.1	45.5	36.4	0.0	9.1	0.0	0.0
UNIT 4	9.1	45.5	9.1	0.0	0.0	0.0	36.4
UNIT 5	0.0	46.2	23.1	0.0	0.0	0.0	30.8
TOTAL NO. OF RESPONSES	9	34	10	0	1	0	9
% OF TOTAL	14.3	54.0	15.9	0.0	1.6	0.0	14.3

Past

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	100.0	0.0	0.0	0.0	0.0	0.0
UNIT 2	0.0	46.2	15.4	15.4	3.8	0.0	19.2
UNIT 3	0.0	36.8	36.8	5.3	5.3	0.0	15.8
UNIT 4	0.0	42.9	7.1	0.0	7.1	7.1	35.7
UNIT 5	0.0	66.7	33.3	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	0	32	13	5	3	1	13
% OF TOTAL	0.0	47.8	19.4	7.5	4.5	1.5	19.4

Board

Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	60.0	20.0	0.0	0.0	0.0	20.0
UNIT 2	25.0	25.0	0.0	37.5	0.0	0.0	12.5
UNIT 3	11.1	66.7	11.1	11.1	0.0	0.0	0.0
UNIT 4	0.0	42.0	28.6	14.3	0.0	0.0	14.3
UNIT 5	0.0	0.0	0.0	100.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	3	14	4	6	0	0	3
% OF TOTAL	10.0	46.7	13.3	20.0	0.0	0.0	10.0

QUESTION 10: C) Available at Senior High

While 58% of the respondents indicated they were satisfied with the selection of subjects available at the senior high level; 10% indicated dissatisfaction. (Thirty per cent of the respondents answered "don't know" to this question.) Students (83%) and present trustees (77%) were the most satisfied compared with 51% of parents. Teachers and parents in Unit 5 expressed the highest level of dissatisfaction. In general, Unit 1 expressed the highest level of satisfaction.

Concerns were expressed regarding both inconsistent standards and course requirements for high school graduation. Many felt that more compulsory high calibre courses should be required. Provincial examinations were also suggested as a means to standardize the curricula and elevate standards.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	11.1	33.1	6.5	3.8	2.3	1.6	41.5	1250
NON-PARENTS	11.3	35.8	11.3	0.0	3.8	0.0	37.7	53
STUDENTS	27.7	43.3	11.8	7.1	3.4	2.9	3.8	238
TEACHERS	13.6	40.6	8.5	8.5	3.3	2.7	22.7	330
PRESENT TRUSTEES	17.5	44.4	14.3	6.3	4.8	1.6	11.1	63
PAST TRUSTEES	1.5	37.3	20.9	13.4	7.5	1.5	17.9	67
BOARD STAFF	20.0	50.0	3.3	16.7	0.0	0.0	10.0	30
TOTAL	274	738	167	111	58	38	645	2031
% of TOTAL	13.5	36.3	8.2	5.5	2.9	1.9	31.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	20.7	35.2	8.4	5.0	2.7	2.3	25.7	261
UNIT 2	17.1	35.8	7.2	4.8	2.8	2.2	30.2	461
UNIT 3	11.9	35.3	7.9	5.4	2.3	1.5	35.7	859
UNIT 4	8.5	39.9	9.8	6.2	3.9	1.8	29.8	386
UNIT 5	9.4	37.5	9.4	9.4	4.7	3.1	26.6	64
TOTAL	274	738	167	111	58	38	645	2031
% of TOTAL	13.5	36.3	8.2	5.5	2.9	1.9	31.8	100.0

QUESTION 11: **HOW SATISFIED ARE YOU WITH THE AVAILABILITY OF PROGRAMS FOR THOSE WITH SPECIAL NEEDS?**

A) Learning Difficulties

Forty-nine per cent of the respondents expressed satisfaction regarding the availability of programs for students with learning difficulties, with 30% stating dissatisfaction. (A large percentage of parents, non-parents, and students (19-28%) answered "don't know" to this question, especially in Units 2 and 3.) Board staff were the most satisfied while teachers were the most dissatisfied (50%). Individuals with the highest level of education expressed the lowest degree of satisfaction. Respondents in Unit 1 were the most satisfied while Unit 4 respondents were the most dissatisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	8.6	23.9	14.0	8.2	10.0	7.0	28.2	1250
NON-PARENTS	5.7	22.6	26.4	1.9	11.3	3.8	28.3	53
STUDENTS	14.7	25.2	16.8	10.1	8.4	5.5	19.3	238
TEACHERS	4.2	22.7	20.3	14.8	17.9	17.6	2.4	330
PRESENT TRUSTEES	7.9	23.8	22.2	20.6	11.1	7.9	6.3	63
PAST TRUSTEES	3.0	32.8	26.9	7.5	10.4	10.4	9.0	67
BOARD STAFF	6.7	36.7	26.7	10.0	16.7	3.3	0.0	30
TOTAL	169	494	336	198	229	174	431	2031
% of TOTAL	8.3	24.3	16.5	9.7	11.3	8.6	21.2	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	14.2	27.6	19.2	8.8	11.5	7.3	11.5	261
UNIT 2	9.1	28.4	15.0	10.0	7.8	5.9	23.9	461
UNIT 3	7.2	21.2	16.3	9.7	11.6	8.0	26.0	859
UNIT 4	5.4	24.4	16.6	10.4	15.3	13.2	14.8	386
UNIT 5	10.9	23.4	20.3	9.4	6.3	12.5	17.2	64
TOTAL	169	494	336	198	229	174	431	2031
% of TOTAL	8.3	24.3	16.5	9.7	11.3	8.6	21.2	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	14.9	29.1	18.9	6.1	9.5	6.1	15.5
UNIT 2	8.6	26.9	10.8	9.0	8.2	5.7	30.8
UNIT 3	7.9	19.6	14.5	8.1	9.5	6.9	33.5
UNIT 4	5.3	27.2	13.2	9.6	14.9	9.2	20.6
UNIT 5	17.9	28.6	17.9	3.6	0.0	10.7	21.4
TOTAL NO. OF RESPONSES	108	299	175	103	125	88	352
% OF TOTAL	8.6	23.9	14.0	8.2	10.0	7.0	28.2

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	50.0	25.0	0.0	0.0	25.0	0.0	0.0
UNIT 2	0.0	17.6	29.4	5.9	5.9	5.9	35.3
UNIT 3	0.0	31.3	25.0	0.0	18.8	0.0	25.0
UNIT 4	7.7	15.4	30.8	0.0	7.7	7.7	30.8
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	3	12	14	1	6	2	15
% OF TOTAL	5.7	22.6	26.4	1.9	11.3	3.8	28.3

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.7	40.0	8.6	5.7	5.7	0.0	14.3
UNIT 2	17.8	20.0	15.6	8.9	6.7	2.2	28.9
UNIT 3	11.0	23.0	16.0	11.0	8.0	6.0	25.0
UNIT 4	10.4	27.1	22.9	12.5	12.5	12.5	2.1
UNIT 5	20.0	10.0	30.0	10.0	10.0	0.0	20.0
TOTAL NO. OF RESPONSES	35	60	40	24	20	13	46
% OF TOTAL	14.7	25.2	16.8	10.1	8.4	5.5	19.3

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.0	17.6	25.5	17.6	13.7	19.6	3.9
UNIT 2	8.5	32.4	22.5	16.9	8.5	5.6	5.6
UNIT 3	4.4	23.4	21.2	15.3	19.7	14.6	1.5
UNIT 4	1.5	15.4	13.8	10.8	26.2	32.3	0.0
UNIT 5	0.0	16.7	0.0	0.0	33.3	50.0	0.0
TOTAL NO. OF RESPONSES	14	75	67	49	59	58	8
% OF TOTAL	4.2	22.7	20.3	14.8	17.9	17.6	2.4

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	23.1	23.1	23.1	15.4	15.4	0.0	0.0
UNIT 2	13.3	33.3	33.3	13.3	0.0	6.7	0.0
UNIT 3	0.0	9.1	18.2	27.3	27.3	18.2	0.0
UNIT 4	0.0	27.3	18.2	27.3	9.1	0.0	18.2
UNIT 5	0.0	23.1	15.4	23.1	7.7	15.4	15.4
TOTAL NO. OF RESPONSES	5	15	14	13	7	5	4
% OF TOTAL	7.9	23.8	22.2	20.6	11.1	7.9	6.3

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	20.0	40.0	20.0	20.0	0.0	0.0
UNIT 2	3.8	42.3	19.2	7.7	7.7	15.4	3.8
UNIT 3	0.0	36.8	21.1	5.3	21.1	5.3	10.5
UNIT 4	7.1	14.3	35.7	7.1	0.0	14.3	21.4
UNIT 5	0.0	33.3	66.7	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	2	22	18	5	7	7	6
% OF TOTAL	3.0	32.8	26.9	7.5	10.4	10.4	9.0

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	20.0	20.0	0.0	60.0	0.0	0.0
UNIT 2	12.5	62.5	12.5	0.0	12.5	0.0	0.0
UNIT 3	0.0	33.3	33.3	11.1	11.1	11.1	0.0
UNIT 4	14.3	28.6	42.9	14.3	0.0	0.0	0.0
UNIT 5	0.0	0.0	0.0	100.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	2	11	8	3	5	1	0
% OF TOTAL	6.7	36.7	26.7	10.0	16.7	3.3	0.0

QUESTION 11: B) The Mentally Handicapped

Forty-six per cent of the respondents expressed satisfaction while 21% expressed dissatisfaction. (A large percentage (33%) of "don't knows" was indicated.) While board staff were the most satisfied, teachers and present trustees were the most dissatisfied except in Unit 2. In general, parents expressed a low degree of satisfaction especially in Unit 3. Respondents in Unit 1 were the most satisfied while Unit 5 respondents were the most dissatisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	8.4	22.4	10.8	7.0	5.4	3.4	42.5	1250
NON-PARENTS	3.8	22.6	20.8	9.4	3.8	1.9	37.7	53
STUDENTS	13.0	21.4	18.1	9.7	7.6	4.6	25.6	238
TEACHERS	4.2	28.8	19.7	13.9	10.6	9.1	13.6	330
PRESENT TRUSTEES	7.9	25.4	22.2	17.5	11.1	4.8	11.1	63
PAST TRUSTEES	3.0	32.8	14.9	9.0	13.4	6.0	20.9	67
BOARD STAFF	16.7	33.3	26.7	13.3	6.7	0.0	3.3	30
TOTAL	164	486	286	183	141	92	679	2031
% of TOTAL	8.1	23.9	14.1	9.0	6.9	4.5	33.4	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	12.6	32.6	18.0	7.7	5.7	5.0	18.4	261
UNIT 2	9.1	26.7	14.8	6.5	6.1	2.6	34.3	461
UNIT 3	6.8	17.9	13.5	10.4	6.1	4.4	41.0	859
UNIT 4	7.5	29.3	12.2	9.1	10.1	6.5	25.4	386
UNIT 5	3.1	17.2	12.5	14.1	10.9	6.3	35.9	64
TOTAL	164	486	286	183	141	92	679	2031
% of TOTAL	8.1	23.9	14.1	9.0	6.9	4.5	33.4	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	14.2	31.1	13.5	7.4	5.4	4.1	24.3
UNIT 2	9.7	22.9	9.7	5.4	6.5	2.9	43.0
UNIT 3	7.1	16.9	11.3	7.2	4.1	3.4	50.1
UNIT 4	6.6	30.3	9.6	8.8	7.5	3.5	33.8
UNIT 5	7.1	17.9	7.1	3.6	7.1	7.1	50.0
TOTAL NO. OF RESPONSES	105	280	135	88	68	43	531
% OF TOTAL	8.4	22.4	10.8	7.0	5.4	3.4	42.5

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.5	50.0	0.0	0.0	0.0	0.0	25.0
UNIT 2	0.0	17.6	17.6	11.8	5.9	0.0	47.1
UNIT 3	0.0	12.5	31.3	6.3	6.6	6.3	37.5
UNIT 4	7.7	23.1	23.1	7.7	0.0	0.0	38.5
UNIT 5	0.0	66.7	0.0	33.3	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	2	12	11	5	2	1	20
% OF TOTAL	3.8	22.6	20.8	9.4	3.8	1.9	37.7

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	22.9	25.7	28.6	2.9	0.0	0.0	20.0
UNIT 2	1.1	11.1	17.8	6.7	4.4	2.3	35.6
UNIT 3	13.0	16.0	13.0	12.0	8.0	6.0	32.0
UNIT 4	10.4	29.2	18.8	10.4	16.7	8.3	6.3
UNIT 5	0.0	20.0	30.0	20.0	0.0	0.0	30.0
TOTAL NO. OF RESPONSES	31	51	43	23	18	11	61
% OF TOTAL	13.0	21.4	18.1	9.7	7.6	4.6	26.6

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	39.2	21.6	11.8	5.9	13.7	7.8
UNIT 2	7.0	36.6	28.2	9.9	4.2	1.4	12.7
UNIT 3	3.6	21.2	19.7	19.0	10.9	6.6	19.0
UNIT 4	6.2	29.2	10.8	10.8	16.9	16.9	9.2
UNIT 5	0.0	16.7	0.0	0.0	50.0	33.3	0.0
TOTAL NO. OF RESPONSES	14	95	65	46	35	30	45
% OF TOTAL	4.2	28.8	19.7	13.9	10.6	9.1	13.6

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	23.1	30.8	23.1	7.7	15.4	0.0	0.0
UNIT 2	13.3	33.3	26.7	6.7	13.3	0.0	6.7
UNIT 3	0.0	18.2	18.2	36.4	0.0	27.3	0.0
UNIT 4	0.0	36.4	27.3	9.1	18.2	0.0	9.1
UNIT 5	0.0	7.7	15.4	30.8	7.7	0.0	38.5
TOTAL NO. OF RESPONSES	5	16	14	11	7	3	7
% OF TOTAL	7.9	25.4	22.2	17.5	11.1	4.8	11.1

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	20.0	0.0	40.0	0.0	0.0
UNIT 2	3.8	42.3	15.4	7.7	7.7	7.7	15.4
UNIT 3	0.0	36.8	10.5	15.8	21.1	0.0	15.8
UNIT 4	7.1	14.3	14.3	7.1	0.0	14.3	42.9
UNIT 5	0.0	0.0	33.3	0.0	33.3	0.0	33.3
TOTAL NO. OF RESPONSES	2	22	10	6	9	4	14
% OF TOTAL	3.0	32.8	14.9	9.0	13.4	6.0	20.9

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	40.0	20.0	0.0	0.0	0.0
UNIT 2	25.0	50.0	25.0	0.0	0.0	0.0	0.0
UNIT 3	0.0	22.2	33.3	22.2	11.1	0.0	11.1
UNIT 4	42.9	28.6	14.3	0.0	14.3	0.0	0.0
UNIT 5	0.0	0.0	0.0	100.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	5	10	8	4	2	0	1
% OF TOTAL	16.7	33.3	26.7	13.3	6.7	0.0	3.3

QUESTION 11: C) The Gifted

Less than 40% of the respondents expressed satisfaction with the availability of programs for the gifted. Twenty-five per cent expressed dissatisfaction. (A high percentage of "don't knows" (32%) occurred in all categories except teachers.) The most satisfied were students and past trustees while the most dissatisfied (56%) were teachers (especially in Units 4 and 5), present trustees, and Board staff. In general, respondents in Unit 1 were the most satisfied while respondents in Unit 4 were the most dissatisfied.

Numerous concerns were expressed over the lack of appropriate programs, individualized attention, shortage of specialists, and the lack of facilities for all students with special needs whether gifted or handicapped. Individuals agreed that the "gifted child" was the most neglected in terms of programs available. Respondents also emphasized the need for additional vocational educational programs for the mentally handicapped between the ages of 18 and 21 years.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	6.3	20.4	10.2	7.8	8.0	5.9	41.4	1250
NON-PARENTS	1.9	20.8	26.4	5.7	3.8	1.9	39.6	53
STUDENTS	8.4	26.5	14.3	12.6	8.0	5.9	24.4	238
TEACHERS	1.2	16.1	20.0	17.0	17.3	21.8	6.7	330
PRESENT TRUSTEES	3.2	9.5	20.6	15.9	20.6	17.5	12.7	63
PAST TRUSTEES	4.5	16.4	23.9	3.0	17.9	10.4	23.9	67
BOARD STAFF	0.0	10.0	26.7	10.0	40.0	3.3	10.0	30
TOTAL	109	402	278	201	215	180	646	2031
% of TOTAL	5.4	19.8	13.7	9.9	10.6	8.9	31.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	9.6	25.7	15.7	13.4	8.4	6.5	20.7	261
UNIT 2	5.0	19.5	14.3	10.6	10.6	7.4	32.5	461
UNIT 3	5.1	18.4	13.2	8.5	9.9	9.0	36.0	859
UNIT 4	3.9	19.9	12.4	9.8	14.5	11.7	27.7	386
UNIT 5	3.1	15.6	15.6	9.4	4.7	10.9	40.6	64
TOTAL	109	402	278	201	215	180	646	2031
% of TOTAL	5.4	19.8	13.7	9.9	10.6	8.9	31.8	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	10.8	27.7	12.8	9.5	5.4	4.7	29.1
UNIT 2	5.7	23.7	7.9	7.9	8.2	4.7	41.9
UNIT 3	6.0	16.8	10.4	7.4	7.4	6.0	46.0
UNIT 4	4.8	21.1	11.0	7.9	11.4	7.9	36.0
UNIT 5	7.1	17.9	7.1	3.6	3.6	7.1	53.6
TOTAL NO. OF RESPONSES	79	255	127	97	100	74	518
% OF TOTAL	6.3	20.4	10.2	7.8	8.0	5.9	41.4

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	50.0	0.0	0.0	0.0	0.0	25.0
UNIT 2	0.0	11.8	29.4	5.9	5.9	0.0	47.1
UNIT 3	0.0	25.0	18.8	12.5	6.3	0.0	37.5
UNIT 4	0.0	15.4	38.5	0.0	0.0	7.7	38.5
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	1	11	14	3	2	1	21
% OF TOTAL	1.9	20.8	26.4	5.7	3.8	1.9	39.6

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	11.4	40.0	8.6	8.6	5.7	2.9	22.9
UNIT 2	11.1	22.2	15.6	8.9	8.9	8.9	24.4
UNIT 3	8.0	26.0	15.0	12.0	5.0	6.0	28.0
UNIT 4	6.3	22.9	12.5	20.8	16.7	4.2	16.7
UNIT 5	0.0	20.0	30.0	10.0	0.0	10.0	30.0
TOTAL NO. OF RESPONSES	20	63	34	30	19	14	58
% OF TOTAL	8.4	26.5	14.3	12.6	8.0	5.9	24.4

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.0	15.7	23.5	31.4	7.8	15.7	3.9
UNIT 2	2.8	11.3	22.5	22.5	15.5	15.5	9.9
UNIT 3	0.7	19.7	21.9	10.2	18.2	21.9	7.3
UNIT 4	0.0	13.8	12.3	12.3	24.6	32.3	4.6
UNIT 5	0.0	16.7	0.0	33.3	16.7	33.3	0.0
TOTAL NO. OF RESPONSES	4	53	66	56	57	72	22
% OF TOTAL	1.2	16.1	20.0	17.0	17.3	21.8	6.7

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	15.4	0.0	30.8	15.4	30.8	7.7	0.0
UNIT 2	0.0	6.7	26.7	26.7	26.7	13.3	0.0
UNIT 3	0.0	9.1	9.1	9.1	27.3	45.5	0.0
UNIT 4	0.0	36.4	9.1	18.2	9.1	9.1	18.2
UNIT 5	0.0	0.0	23.1	7.7	7.7	15.4	46.2
TOTAL NO. OF RESPONSES	2	6	13	10	13	11	8
% OF TOTAL	3.2	9.5	20.6	15.9	20.6	17.5	12.7

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	20.0	20.0	40.0	0.0	20.0	0.0	0.0
UNIT 2	0.0	11.5	30.8	3.8	19.2	15.4	19.2
UNIT 3	5.3	15.8	15.8	5.3	26.3	10.5	21.1
UNIT 4	7.1	21.4	14.3	0.0	7.1	7.1	42.9
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	3	11	16	2	12	7	16
% OF TOTAL	4.5	16.4	23.9	3.0	17.9	10.4	23.9

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	20.0	20.0	0.0	60.0	0.0	0.0
UNIT 2	0.0	0.0	50.0	12.5	12.5	0.0	25.0
UNIT 3	0.0	22.2	22.2	11.1	44.4	0.0	0.0
UNIT 4	0.0	0.0	14.3	0.0	57.1	14.3	14.3
UNIT 5	0.0	0.0	0.0	100.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES		3	8	3	12	1	3
% OF TOTAL	0.0	10.0	26.7	10.0	40.0	3.3	10.0

QUESTION 12: HOW SATISFIED ARE YOU WITH ADDITIONAL COURSES/ SERVICES?

A) Art

While 63% of the respondents expressed satisfaction with the availability of Art, 24% indicated dissatisfaction. The most satisfied were present trustees and students with teachers and Board staff the most dissatisfied. In Unit 4, 63% of the teachers and 40% of the students were dissatisfied. Unit 1 respondents were the most satisfied while Unit 4 indicated the highest level of dissatisfaction.

Respondents who commented on the availability of additional courses and services emphasized the need for an art program for the elementary level.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	9.0	39.9	13.3	7.2	8.7	5.6	16.3	1250
NON-PARENTS	1.9	49.1	15.1	7.5	7.5	3.8	15.1	53
STUDENTS	18.5	37.8	13.4	4.2	4.6	9.2	12.2	238
TEACHERS	8.8	25.5	22.7	12.1	13.0	13.9	3.9	330
PRESENT TRUSTEES	11.1	49.2	19.0	11.1	1.6	4.8	3.2	63
PAST TRUSTEES	7.5	44.8	7.5	10.4	13.4	3.0	13.4	67
BOARD STAFF	0.0	40.0	26.7	10.0	10.0	10.0	3.3	30
TOTAL	198	772	306	161	180	148	266	2031
% of TOTAL	9.7	38.0	15.1	7.9	8.9	7.3	13.1	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	16.5	47.5	14.9	4.2	4.6	1.1	11.1	261
UNIT 2	5.9	36.0	14.1	7.8	10.0	9.8	16.5	461
UNIT 3	12.6	41.2	14.6	7.7	7.5	5.1	11.4	859
UNIT 4	3.9	28.8	17.1	10.9	14.8	13.2	11.4	386
UNIT 5	7.8	26.6	17.2	9.4	1.6	7.8	29.7	64
TOTAL	198	772	306	161	180	148	266	2031
% of TOTAL	9.7	38.0	15.1	7.9	8.9	7.3	13.1	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	16.2	44.6	14.9	3.4	4.7	0.0	16.2
UNIT 2	5.4	35.8	13.3	6.1	9.0	9.3	21.1
UNIT 3	10.9	43.0	13.1	7.4	7.4	4.2	13.9
UNIT 4	3.5	35.1	13.2	11.4	15.4	8.3	13.2
UNIT 5	10.7	32.1	10.7	0.0	0.0	3.6	42.9
TOTAL NO. OF RESPONSES	112	499	166	90	109	70	204
% OF TOTAL	9.0	39.9	13.3	7.2	8.7	5.6	16.3

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	75.0	0.0	0.0	0.0	0.0	0.0
UNIT 2	0.0	52.9	11.8	5.9	17.6	0.0	11.8
UNIT 3	0.0	68.8	6.3	12.5	0.0	0.0	12.5
UNIT 4	0.0	7.7	38.5	7.7	7.7	7.7	30.8
UNIT 5	0.0	66.7	0.0	0.0	0.0	33.3	0.0
TOTAL NO. OF RESPONSES	1	26	8	4	4	2	8
% OF TOTAL	1.9	49.1	15.1	7.5	7.5	3.8	15.1

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	17.1	62.9	8.6	0.0	2.9	0.0	8.6
UNIT 2	11.1	37.8	6.7	2.2	6.7	15.6	20.0
UNIT 3	29.0	38.0	12.0	5.0	3.0	3.0	10.0
UNIT 4	8.3	20.8	22.9	6.3	8.3	25.0	8.3
UNIT 5	0.0	30.0	30.0	10.0	0.0	0.0	30.0
TOTAL NO. OF RESPONSES	44	90	32	10	11	22	29
% OF TOTAL	18.5	37.8	13.4	4.2	4.6	9.2	12.2

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	15.7	37.3	19.6	11.8	5.9	5.9	3.9
UNIT 2	7.0	23.9	25.4	12.7	12.7	15.5	2.8
UNIT 3	10.9	29.2	24.1	10.2	10.9	10.2	4.4
UNIT 4	1.5	10.8	21.5	15.4	23.1	24.6	3.1
UNIT 5	0.0	16.7	0.0	16.7	16.7	33.3	16.7
TOTAL NO. OF RESPONSES	29	84	75	40	43	46	13
% OF TOTAL	8.8	25.5	22.7	12.1	13.0	13.9	3.9

Present

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	30.8	61.5	7.7	0.0	0.0	0.0	0.0
UNIT 2	6.7	53.3	20.0	13.3	6.7	0.0	0.0
UNIT 3	0.0	72.7	9.1	9.1	0.0	9.1	0.0
UNIT 4	9.1	45.5	27.3	9.1	0.0	9.1	0.0
UNIT 5	7.7	15.2	30.8	23.1	0.0	7.7	15.4
TOTAL NO. OF RESPONSES	7	31	12	7	1	3	2
% OF TOTAL	11.1	49.2	19.0	11.1	1.6	4.8	3.2

Past

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	60.0	20.0	0.0	20.0	0.0	0.0
UNIT 2	3.8	46.2	3.8	19.2	11.5	0.0	15.4
UNIT 3	10.5	47.4	5.3	5.3	21.1	5.3	5.3
UNIT 4	7.1	42.9	7.1	7.1	7.1	7.1	21.4
UNIT 5	33.3	0.0	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	5	30	5	7	9	2	9
% OF TOTAL	7.5	44.8	7.5	10.4	13.4	3.0	13.4

Board

Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	60.0	40.0	0.0	0.0	0.0	0.0
UNIT 2	0.0	37.5	12.5	12.5	25.0	12.5	0.0
UNIT 3	0.0	44.4	33.3	11.1	0.0	11.1	0.0
UNIT 4	0.0	28.6	28.6	0.0	14.3	14.3	14.3
UNIT 5	0.0	0.0	0.0	100.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	0	12	8	3	3	3	1
% OF TOTAL	0.0	40.0	26.7	10.0	10.0	10.0	3.3

QUESTION 12: B) Music

Approximately 79% of the respondents expressed satisfaction with the availability of music while 12% expressed dissatisfaction. The most satisfied were present trustees and Board staff (90%) with the most dissatisfied being non-parents. In general, Unit 1 indicated the highest level of satisfaction, especially present and past trustees and Board staff (100%). Unit 4 indicated the highest level of dissatisfaction, particularly among teachers (34%), students (35%), and parents (23%).

Concerns were expressed regarding cutbacks in the music program, part-time music teachers, a shortage of instruments and the decline of school bands.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	16.6	51.0	11.4	4.4	4.4	2.2	10.0	1250
NON-PARENTS	7.5	49.1	15.1	3.8	5.7	1.9	17.0	53
STUDENTS	21.4	40.8	11.8	3.4	5.0	8.0	9.7	238
TEACHERS	17.9	48.2	17.3	5.2	4.8	4.8	1.8	330
PRESENT TRUSTEES	22.2	49.2	19.0	4.8	0.0	1.6	3.2	63
PAST TRUSTEES	11.9	56.7	6.0	9.0	3.0	4.5	9.0	67
BOARD STAFF	3.3	53.3	33.3	6.7	3.3	0.0	0.0	30
TOTAL	345	1004	262	93	89	67	171	2031
% of TOTAL	17.0	49.4	12.9	4.6	4.4	3.3	8.4	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	18.8	53.3	11.5	3.8	1.5	1.9	9.2	261
UNIT 2	14.3	53.8	12.4	4.3	3.7	2.0	9.5	461
UNIT 3	19.8	51.7	10.9	3.5	3.7	2.1	8.3	859
UNIT 4	13.0	37.8	17.4	8.0	9.3	8.5	6.0	386
UNIT 5	15.6	42.2	21.9	3.1	0.0	3.1	14.1	64
TOTAL	345	1004	262	93	89	67	171	2031
% of TOTAL	17.0	49.4	12.9	4.6	4.4	3.3	8.4	100.0

QUESTION 12: C) Physical Education

Eighty-five per cent of the respondents were satisfied with the availability of physical education. Eight per cent of the respondents indicated dissatisfaction. In general, respondents in Unit 1 expressed the highest level of satisfaction.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	18.2	53.0	11.5	3.4	3.3	2.1	8.6	1250
NON-PARENTS	13.2	52.8	15.1	1.9	0.0	0.0	17.0	53
STUDENTS	33.6	47.9	10.5	2.5	2.1	0.4	2.9	238
TEACHERS	21.2	52.7	12.7	5.5	2.1	3.0	2.7	330
PRESENT TRUSTEES	19.0	61.9	9.5	4.8	1.6	0.0	3.2	63
PAST TRUSTEES	14.9	61.2	7.5	3.0	4.5	1.5	7.5	67
BOARD STAFF	20.0	50.0	26.7	0.0	0.0	0.0	3.3	30
TOTAL	412	1074	238	72	57	38	140	2031
% of TOTAL	20.3	52.9	11.7	3.5	2.8	1.9	6.9	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	25.7	54.0	7.7	1.9	1.9	0.8	8.0	261
UNIT 2	18.0	55.3	11.9	3.0	2.6	2.6	6.5	461
UNIT 3	20.1	51.9	12.2	4.4	2.8	1.4	7.1	859
UNIT 4	19.2	52.3	13.0	3.6	3.6	2.8	5.4	386
UNIT 5	23.4	46.9	12.5	1.6	3.1	1.6	10.9	64
TOTAL	412	1074	238	72	57	38	140	2031
% of TOTAL	20.3	52.9	11.7	3.5	2.8	1.9	6.9	100.0

QUESTION 12: **D) Library**

Seventy-seven per cent of the respondents expressed satisfaction with the availability of library services although 15% expressed dissatisfaction. Teachers (32%) and Board staff (33%) expressed the highest degree of dissatisfaction. All trustees in Unit 5 responded slightly dissatisfied to this question. In general, respondents in Unit 3 expressed the highest level of satisfaction while Unit 4 respondents expressed the most dissatisfaction.

Many respondents expressed the need for generous libraries staffed by professionals trained to use the materials properly. Too many libraries are presently staffed part-time by teachers.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	16.0	51.7	11.4	4.6	3.1	3.1	10.2	1250
NON-PARENTS	9.4	52.8	1.9	5.7	7.5	3.8	18.9	53
STUDENTS	26.1	40.3	16.8	5.5	3.4	4.2	3.8	238
TEACHERS	13.3	35.8	17.6	11.2	8.2	12.4	1.5	330
PRESENT TRUSTEES	15.9	57.1	7.9	6.3	4.8	3.2	4.8	63
PAST TRUSTEES	6.0	65.7	9.0	6.0	4.5	1.5	7.5	67
BOARD STAFF	6.7	40.0	20.0	23.3	6.7	3.3	0.0	30
TOTAL	327	980	258	125	86	96	159	2031
% of TOTAL	16.1	48.3	12.7	6.2	4.2	4.7	7.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	15.3	41.4	16.1	8.8	4.6	5.4	8.4	261
UNIT 2	16.1	51.6	9.1	5.0	4.3	5.9	8.0	461
UNIT 3	18.2	49.2	13.2	4.9	3.0	3.6	7.9	859
UNIT 4	11.7	47.2	13.5	9.1	6.7	5.7	6.2	386
UNIT 5	18.8	45.3	14.1	3.1	3.1	3.1	12.5	64
TOTAL	327	980	258	125	86	96	159	2031
% of TOTAL	16.1	48.3	12.7	6.2	4.2	4.7	7.8	100.0

QUESTION 12: E) Guidance

Approximately 63% of the respondents expressed satisfaction with the availability of guidance; 23% expressed dissatisfaction. While students were the most satisfied, Board staff (47%) and teachers (39%) were the most dissatisfied, especially teachers in Unit 4 (60%) and Unit 2 (38%). The most satisfied were individuals in Unit 1 while Unit 4 indicated the highest degree of dissatisfaction (31%).

Many commented on the need for increased guidance services at all levels of schooling. Parents felt that senior students should be given more assistance in career choices and course selection.

QUESTION 12: F) Other Courses

Respondents were given the opportunity to suggest any additional programs which they would like to see implemented. Approximately 3% expressed their desire for each of the following programs: computer science, core French, French immersion, industrial arts, kindergarten, vocational education, driver's education, and family life programs, as well as the necessity of returning to the basics. An additional 1% suggested programs in each of the following areas: agriculture, typing/business, crafts, religion, drama, home economics, and a drug/alcohol awareness program. (Charts not available.)

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	11.1	37.4	15.1	7.3	6.2	4.5	18.5	1250
NON-PARENTS	5.7	35.8	13.2	7.5	11.3	3.8	22.6	53
STUDENTS	27.3	34.0	17.6	8.0	5.0	2.9	5.0	238
TEACHERS	8.5	25.5	21.8	10.9	11.5	16.7	5.2	330
PRESENT TRUSTEES	7.9	31.7	20.6	9.5	9.5	9.5	11.1	63
PAST TRUSTEES	3.0	28.4	17.9	14.9	13.4	9.0	13.4	67
BOARD STAFF	6.7	13.3	30.0	26.7	16.7	3.3	3.3	30
TOTAL	244	694	344	174	153	133	289	2031
% of TOTAL	12.0	34.2	16.9	8.6	7.5	6.5	14.2	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	13.4	34.1	20.7	6.1	6.9	6.5	12.3	261
UNIT 2	11.9	32.3	17.1	9.8	6.5	7.2	15.2	461
UNIT 3	13.9	38.0	15.1	8.8	7.1	3.7	13.4	859
UNIT 4	8.0	27.7	17.9	8.8	9.8	12.7	15.0	386
UNIT 5	6.3	35.9	18.8	4.7	9.4	3.1	21.9	64
TOTAL	244	694	344	174	153	133	289	2031
% of TOTAL	12.0	34.2	16.9	8.6	7.5	6.5	14.2	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	12.8	39.2	17.6	4.7	6.1	5.4	14.2
UNIT 2	11.5	33.3	16.8	8.2	4.3	5.4	20.4
UNIT 3	12.9	41.3	12.7	7.2	5.6	2.3	18.0
UNIT 4	5.3	32.5	17.1	8.8	8.8	8.8	18.9
UNIT 5	10.7	28.6	17.9	0.0	14.3	0.0	28.6
TOTAL NO. OF RESPONSES	139	467	189	91	77	56	231
% OF TOTAL	11.1	37.4	15.1	7.3	6.2	4.5	18.5

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	25.0	0.0	0.0	0.0	0.0	50.0
UNIT 2	5.9	29.4	29.4	5.9	5.9	0.0	23.5
UNIT 3	0.0	50.0	12.5	6.3	18.8	0.0	12.5
UNIT 4	7.7	30.8	0.0	15.4	7.7	15.4	23.1
UNIT 5	0.0	33.3	0.0	0.0	33.3	0.0	33.3
TOTAL NO. OF RESPONSES	3	19	7	4	6	2	12
% OF TOTAL	5.7	35.8	13.2	7.5	11.3	3.8	22.6

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.7	37.1	25.7	2.9	2.9	2.9	2.9
UNIT 2	35.6	31.1	11.1	2.2	8.9	6.7	4.4
UNIT 3	30.0	34.0	14.0	11.0	5.0	2.0	4.0
UNIT 4	20.8	29.2	25.0	10.4	4.2	2.1	8.3
UNIT 5	0.0	60.0	20.0	10.0	0.0	0.0	10.0
TOTAL NO. OF RESPONSES	65	81	42	19	12	7	12
% OF TOTAL	27.3	34.0	17.6	8.0	5.0	2.9	5.0

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	5.9	23.5	25.5	7.8	11.8	13.7	11.8
UNIT 2	5.6	35.2	18.3	14.1	9.9	14.1	2.8
UNIT 3	10.9	28.5	24.1	11.7	10.2	10.9	3.6
UNIT 4	7.7	10.8	15.4	7.7	16.9	35.4	6.2
UNIT 5	16.7	16.7	50.0	16.7	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	28	84	72	36	38	55	17
% OF TOTAL	8.5	25.5	21.8	10.9	11.5	16.7	5.2

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	23.1	23.1	30.8	0.0	7.7	7.7	7.7
UNIT 2	6.7	26.7	13.3	26.7	13.3	6.7	6.7
UNIT 3	0.0	27.3	18.2	18.2	18.2	9.1	9.1
UNIT 4	9.1	27.3	45.5	0.0	0.0	9.1	9.1
UNIT 5	0.0	53.8	0.0	0.0	7.7	15.4	23.1
TOTAL NO. OF RESPONSES	5	20	13	6	6	6	7
% OF TOTAL	7.9	31.7	20.6	9.5	9.5	9.5	11.1

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	20.0	40.0	0.0	0.0	0.0
UNIT 2	0.0	26.9	19.2	11.5	11.5	15.4	15.4
UNIT 3	5.3	31.6	15.8	21.1	15.8	5.3	5.3
UNIT 4	7.1	28.6	7.1	7.1	21.4	7.1	21.4
UNIT 5	0.0	0.0	66.7	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	2	19	12	10	9	6	9
% OF TOTAL	3.0	28.4	17.9	14.9	13.4	9.0	13.4

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	0.0	20.0	40.0	20.0	0.0	20.0
UNIT 2	12.5	12.5	25.0	37.5	12.5	0.0	0.0
UNIT 3	0.0	22.5	44.4	11.1	22.2	0.0	0.0
UNIT 4	14.3	14.3	28.6	14.3	14.3	14.3	0.0
UNIT 5	0.0	0.0	0.0	100.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	2	4	9	8	5	1	1
% OF TOTAL	6.7	13.3	30.0	26.7	16.7	3.3	3.3

QUESTION 13: **HOW SATISFIED ARE YOU WITH THE REPORTING OF STUDENTS' PROGRESS?**

Eighty-six per cent of the respondents expressed satisfaction consistently across the Province among all categories while 12% expressed dissatisfaction. Students (91%) and teachers (88%) were the most satisfied. (A high percentage of non-parents answered "don't know".)

Those who commented indicated that some of the report cards presently used do not adequately inform parents. A few parents mentioned that their child's elementary teacher sent home a weekly report which was very beneficial. Respondents also indicated that they would like to see an annual report from the school stating grade averages, failure rates, drop out rates, etc.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	26.4	48.6	11.1	6.1	3.8	2.3	1.6	1250
NON-PARENTS	13.2	54.7	7.5	3.8	3.8	0.0	17.0	53
STUDENTS	18.5	57.6	15.1	4.2	1.7	2.5	0.4	238
TEACHERS	17.3	59.4	11.2	4.5	3.6	3.6	0.3	330
PRESENT TRUSTEES	17.5	39.7	23.8	7.9	4.8	1.6	4.8	63
PAST TRUSTEES	14.9	64.2	7.5	4.5	1.5	3.0	4.5	67
BOARD STAFF	13.3	36.7	26.7	10.0	6.7	0.0	6.7	30
TOTAL	463	1049	244	114	72	50	39	2031
% of TOTAL	22.8	51.6	12.0	5.6	3.5	2.5	1.9	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	21.1	57.9	11.9	3.4	1.1	2.7	1.9	261
UNIT 2	28.2	51.2	9.5	4.6	3.3	1.7	1.5	461
UNIT 3	18.4	50.8	14.2	8.3	4.3	2.8	1.3	859
UNIT 4	25.1	50.8	10.6	3.1	4.1	2.6	3.6	386
UNIT 5	35.9	46.9	9.4	1.6	1.6	1.6	3.1	64
TOTAL	463	1049	244	114	72	50	39	2031
% of TOTAL	22.8	51.6	12.0	5.6	3.5	2.5	1.9	100.0

QUESTION 14: **HOW SATISFIED ARE YOU WITH THE LEVEL OF DISCIPLINE AT SCHOOL?**

Approximately 73% of the respondents expressed satisfaction with the level of discipline in schools; 24% expressed dissatisfaction. The most satisfied were Board staff (87%) and parents (74%) while over 30% of all teachers and past trustees stated they were dissatisfied. Respondents in Unit 1 were the most satisfied while Unit 4 respondents were the most dissatisfied (29%).

General concerns were expressed over the lack of discipline both at school and on the bus. Some suggested that more support be given to teachers by parents and principals in student discipline.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	12.2	44.2	17.7	11.1	7.4	4.6	2.8	1250
NON-PARENTS	1.9	32.1	32.1	11.3	7.5	0.0	15.1	53
STUDENTS	13.9	46.6	17.6	11.8	5.5	2.9	1.7	238
TEACHERS	7.3	40.0	21.5	12.4	11.2	7.3	0.3	330
PRESENT TRUSTEES	9.5	34.9	28.6	9.5	7.9	6.3	3.2	63
PAST TRUSTEES	7.5	44.8	14.9	14.9	10.4	7.5	0.0	67
BOARD STAFF	10.0	53.3	23.3	10.0	3.3	0.0	0.0	30
TOTAL	225	880	386	233	159	98	50	2031
% of TOTAL	11.1	43.3	19.0	11.5	7.8	4.8	2.5	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	10.0	50.2	19.2	9.6	6.5	2.7	1.9	261
UNIT 2	11.1	43.6	18.9	11.1	7.8	5.2	2.4	461
UNIT 3	10.9	43.4	19.1	12.2	7.5	4.4	2.4	859
UNIT 4	12.2	38.9	17.9	11.9	10.1	7.0	2.1	386
UNIT 5	10.9	39.1	25.0	9.4	4.7	3.1	7.8	64
TOTAL	225	880	386	233	159	98	50	2031
% of TOTAL	11.1	43.3	19.0	11.5	7.8	4.8	2.5	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	7.4	54.7	18.2	8.8	6.8	1.4	2.7
UNIT 2	14.0	44.8	17.2	9.3	7.9	4.7	2.2
UNIT 3	12.9	42.7	17.8	11.8	6.9	4.8	3.2
UNIT 4	11.4	39.9	17.5	14.0	8.8	6.1	2.2
UNIT 5	14.3	46.4	17.9	3.6	3.6	7.1	7.1
TOTAL NO. OF RESPONSES	153	552	221	139	92	58	35
% OF TOTAL	12.2	44.2	17.7	11.1	7.4	4.6	2.8

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	50.0	0.0	25.0	0.0	0.0	0.0
UNIT 2	0.0	23.5	35.3	17.6	5.9	0.0	17.6
UNIT 3	0.0	37.5	43.8	12.5	0.0	0.0	6.3
UNIT 4	0.0	30.8	23.1	0.0	23.1	0.0	23.1
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	1	17	17	6	4	0	8
% OF TOTAL	1.9	32.1	32.1	11.3	7.5	0.0	15.1

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	20.0	54.3	5.7	8.6	2.9	5.7	2.9
UNIT 2	20.0	42.2	20.0	11.1	4.4	0.0	2.2
UNIT 3	10.0	48.0	18.0	12.0	7.0	3.0	2.0
UNIT 4	12.5	43.8	22.9	10.4	6.3	4.2	0.0
UNIT 5	10.0	40.0	20.0	30.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	33	111	42	28	13	7	4
% OF TOTAL	13.9	46.0	17.6	11.8	5.5	2.9	1.7

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	11.8	33.3	27.5	13.7	7.8	5.9	0.0
UNIT 2	2.8	43.7	22.5	12.7	9.9	7.0	1.4
UNIT 3	4.4	43.1	21.2	13.9	11.7	5.8	0.0
UNIT 4	15.4	36.9	15.4	7.7	12.3	12.3	0.0
UNIT 5	0.0	16.7	33.3	16.7	33.3	0.0	0.0
TOTAL NO. OF RESPONSES	24	132	71	41	37	24	1
% OF TOTAL	7.3	40.0	21.5	12.4	11.2	7.3	0.3

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	53.8	38.5	0.0	7.7	0.0	0.0
UNIT 2	0.0	33.3	20.0	20.0	13.3	13.3	0.0
UNIT 3	18.2	36.4	18.2	18.2	9.1	0.0	0.0
UNIT 4	18.2	27.3	27.3	0.0	9.1	18.2	0.0
UNIT 5	15.4	23.1	38.5	7.7	0.0	0.0	15.4
TOTAL NO. OF RESPONSES	6	22	18	6	5	4	2
% OF TOTAL	9.5	34.9	28.6	9.5	7.9	6.3	3.2

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	20.0	20.0	20.0	0.0	0.0
UNIT 2	3.8	46.2	11.5	15.4	7.7	15.4	0.0
UNIT 3	10.5	52.6	21.1	10.5	5.3	0.0	0.0
UNIT 4	14.3	28.6	7.1	21.4	21.4	7.1	0.0
UNIT 5	0.0	66.7	33.3	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	5	30	10	10	7	5	0
% OF TOTAL	7.5	44.8	14.9	14.9	10.4	7.5	0.0

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	20.0	60.0	20.0	0.0	0.0	0.0	0.0
UNIT 2	0.0	62.5	25.0	12.5	0.0	0.0	0.0
UNIT 3	11.1	44.4	33.3	11.1	0.0	0.0	0.0
UNIT 4	14.3	42.9	14.3	14.3	14.3	0.0	0.0
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	3	16	7	3	1	0	0
% OF TOTAL	10.0	53.3	23.3	10.0	3.3	0.0	0.0

QUESTION 15: HOW SATISIFIED ARE YOU WITH TRANSPORTATION FOR CHILDREN?

Eighty-three per cent of the respondents stated they were satisfied with the transportation of students with 12% expressing dissatisfaction. While present trustees and Board staff were the most satisfied, the highest level of dissatisfaction was indicated by students (14%). Units 1 and 5 expressed the highest degree of satisfaction (92%).

Overcrowded buses was the major concern of parents who commented, especially if children were standing while the bus was in motion. Long bus routes for elementary students was another concern. Parents in the urban areas felt that children should be picked up at main bus stops. The one-mile radius was too far for the younger children to walk especially in winter when walking is dangerous. Some parents also thought that more bus transportation should be made available for students to participate in extra-curricular activities.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	24.2	48.4	9.4	5.4	3.0	3.1	6.4	1250
NON-PARENTS	15.1	45.3	15.1	5.7	1.9	5.7	11.3	53
STUDENTS	26.1	45.4	12.2	4.6	5.5	4.2	2.1	238
TEACHERS	19.4	54.2	11.2	6.7	3.0	3.0	2.4	330
PRESENT TRUSTEES	25.4	54.0	12.7	4.8	1.6	0.0	1.6	63
PAST TRUSTEES	22.4	50.7	14.9	1.5	4.5	1.5	4.5	67
BOARD STAFF	23.3	56.7	10.0	6.7	0.0	0.0	3.3	30
TOTAL	477	1001	212	109	65	63	104	2031
% of TOTAL	23.5	49.3	10.4	5.4	3.2	3.1	5.1	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	34.1	47.9	9.2	3.8	1.9	1.5	1.5	261
UNIT 2	23.2	50.8	10.0	6.1	2.8	2.4	4.8	461
UNIT 3	19.7	48.1	11.5	5.2	4.3	3.6	7.6	859
UNIT 4	23.1	51.0	10.1	6.2	2.3	4.1	3.1	386
UNIT 5	35.9	50.0	6.3	3.1	1.6	1.6	1.6	64
TOTAL	477	1001	212	109	65	63	104	2031
% of TOTAL	23.5	49.3	10.4	5.4	3.2	3.1	5.1	100.0

QUESTION 16: HOW SATISFIED ARE YOU WITH ACCESS TO PRINCIPALS AND VICE-PRINCIPALS?

Ninety-two per cent of the respondents expressed satisfaction concerning the accessibility of principals and vice-principals while 5% expressed dissatisfaction. Respondents in Units 2 and 1 indicated the highest degree of satisfaction.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	31.0	54.2	7.7	1.8	1.1	0.6	3.7	1250
NON-PARENTS	22.6	52.8	5.7	0.0	0.0	1.9	17.0	53
STUDENTS	31.5	47.1	10.1	5.5	2.9	1.7	1.3	238
TEACHERS	27.9	54.2	10.0	3.0	1.8	1.5	1.5	330
PRESENT TRUSTEES	30.2	52.4	7.9	1.6	4.8	0.0	3.2	63
PAST TRUSTEES	26.9	55.2	7.5	1.5	3.0	1.5	4.5	67
BOARD STAFF	33.3	50.0	13.3	0.0	0.0	0.0	3.3	30
TOTAL	613	1081	170	47	32	19	69	2031
% of TOTAL	30.2	53.2	8.4	2.3	1.6	0.9	3.4	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	33.7	54.4	6.1	2.7	1.1	0.0	1.9	261
UNIT 2	31.9	55.3	6.3	0.9	1.1	0.4	4.1	461
UNIT 3	29.9	52.0	9.3	2.7	1.7	1.4	2.9	859
UNIT 4	26.7	53.1	10.6	2.6	1.8	1.3	3.9	386
UNIT 5	28.1	50.0	6.3	4.7	3.1	0.0	7.8	64
TOTAL	613	1081	170	47	32	19	69	2031
% of TOTAL	30.2	53.2	8.4	2.3	1.6	0.9	3.4	100.0

QUESTION 17: **HOW SATISFIED ARE YOU WITH THE OVERALL QUALITY OF TEACHING?**

Eighty-seven per cent of the respondents expressed satisfaction consistently across the Island with the quality of teaching while 12% indicated dissatisfaction. Board staff expressed the highest degree of satisfaction (97%).

Many points were raised regarding the quality of teaching. The following are the main suggestions of the respondents: the need to alert parents concerning a problem before it is too late; the necessity of standardized, province-wide evaluation of both teachers and principals; an evaluation of the present tenure system should be conducted; tenure should be granted province-wide to encourage mobility among teachers and principals; teachers and principals should be rotated every few years.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	18.2	49.5	17.6	8.1	2.8	1.8	2.0	1250
NON-PARENTS	13.2	43.4	24.5	5.7	0.0	1.9	11.3	53
STUDENTS	16.8	53.4	18.1	7.6	2.5	1.3	0.4	238
TEACHERS	17.3	66.7	7.9	3.6	2.4	1.8	0.3	330
PRESENT TRUSTEES	6.3	61.9	17.5	7.9	3.2	1.6	1.6	63
PAST TRUSTEES	10.4	38.8	28.4	11.9	4.5	3.0	3.0	67
BOARD STAFF	3.3	63.3	30.0	3.3	0.0	0.0	0.0	30
TOTAL	343	1073	341	148	54	36	36	2031
% of TOTAL	16.9	52.8	16.8	7.3	2.7	1.8	1.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	13.0	54.8	17.6	6.5	3.4	2.7	1.9	261
UNIT 2	18.2	56.4	15.2	5.9	1.5	1.3	1.5	461
UNIT 3	16.6	51.7	17.6	8.0	3.1	1.7	1.2	859
UNIT 4	17.4	50.0	17.1	8.0	2.3	1.8	3.4	386
UNIT 5	23.4	51.6	12.5	6.3	3.1	1.6	1.6	64
TOTAL	343	1073	341	148	54	36	36	2031
% of TOTAL	16.9	52.8	16.8	7.3	2.7	1.8	1.8	100.0

QUESTION 18: **HOW SATISFIED ARE YOU WITH THE ACCESSIBILITY OF TEACHERS AT TIMES OTHER THAN PARENT/TEACHER INTERVIEWS?**

Approximately 91% of the respondents indicated satisfaction with the accessibility of teachers at times other than parent/teacher interviews, with less than 7% dissatisfied. Very little difference existed among the categories; however, a large percentage of non-parents (25%) stated "don't know" to this question. The highest level of satisfaction was indicated by Unit 2 (93%).

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	30.8	53.0	8.0	2.6	1.0	1.2	3.4	1250
NON-PARENTS	15.1	39.6	18.9	0.0	1.9	0.0	24.5	53
STUDENTS	23.9	47.5	16.0	3.4	1.7	1.7	5.9	238
TEACHERS	28.2	57.9	8.8	2.4	0.3	0.9	1.5	330
PRESENT TRUSTEES	27.0	50.8	7.9	1.6	4.8	1.6	6.3	63
PAST TRUSTEES	22.4	53.7	10.4	4.5	3.0	1.5	4.5	67
BOARD STAFF	20.0	56.7	10.0	3.3	0.0	0.0	10.0	30
TOTAL	581	1073	192	54	23	24	84	2031
% of TOTAL	28.6	52.8	9.5	2.7	1.1	1.2	4.1	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	27.2	49.4	12.3	2.3	1.5	1.9	5.4	261
UNIT 2	31.2	51.6	9.8	1.7	0.9	0.9	3.9	461
UNIT 3	27.4	54.9	9.1	3.3	1.0	1.0	3.3	859
UNIT 4	28.0	54.1	8.3	2.8	1.3	1.0	4.4	386
UNIT 5	35.9	39.1	7.8	1.6	1.6	3.1	10.9	64
TOTAL	581	1073	192	54	23	24	84	2031
% of TOTAL	28.6	52.8	9.5	2.7	1.1	1.2	4.1	100.0

QUESTION 19: HOW SATISFIED ARE YOU WITH THE TIME PROFESSIONAL DEVELOPMENT DAYS ARE HELD?

Approximately 76% of the respondents were satisfied with the time professional development days are held with 13% expressing dissatisfaction. (A number of parents, non-parents, and students indicated "don't know" to this question.) Trustees indicated the highest level of dissatisfaction, in particular 33% of the present trustees in Unit 2 were satisfied. Board staff in Unit 3 (100%) were satisfied while 43% of Board staff in Unit 4 expressed satisfaction. In general, respondents in Unit 1 expressed the highest level of satisfaction.

Many commented that professional development days occurred "too frequently" and/or that there "seemed to be more than five days per year". The majority of respondents suggested professional development days be held "outside instructional time" such as the first of September, March break or the end of June. If professional development days must take place during the year, then they should be distributed throughout the year.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	12.2	53.1	11.0	5.4	4.2	1.9	12.2	1250
NON-PARENTS	15.1	39.6	17.0	3.8	1.9	0.0	22.6	53
STUDENTS	14.7	44.1	15.1	5.9	2.9	0.4	16.8	238
TEACHERS	16.7	60.3	10.9	3.6	3.9	0.9	3.6	330
PRESENT TRUSTEES	6.3	34.9	11.1	15.9	17.5	4.8	9.5	63
PAST TRUSTEES	4.5	32.8	17.9	16.4	14.9	6.0	7.5	67
BOARD STAFF	3.3	46.7	23.3	20.0	3.3	3.3	0.0	30
TOTAL	259	1047	244	123	95	36	227	2031
% of TOTAL	12.8	51.6	12.0	6.1	4.7	1.8	11.2	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	13.0	50.6	16.1	4.6	5.7	1.1	8.8	261
UNIT 2	14.1	49.2	11.7	6.7	5.6	1.7	10.8	461
UNIT 3	12.4	52.4	12.5	5.5	4.5	2.2	10.6	859
UNIT 4	10.9	54.7	8.3	7.3	3.1	1.3	14.5	386
UNIT 5	18.8	42.2	14.1	7.8	4.7	1.6	10.9	64
TOTAL	259	1047	244	123	95	36	227	2031
% of TOTAL	12.8	51.6	12.0	6.1	4.7	1.8	11.2	100.0

QUESTION 20: THERE ARE PRESENTLY FIVE PROFESSIONAL DEVELOPMENT DAYS FOR TEACHERS. DO YOU CONSIDER THIS NUMBER TO BE TOO MANY, TOO FEW OR JUST RIGHT?

Sixty-nine per cent of the respondents indicated that the number of professional development days was "just right". Approximately 21% indicated there were "too many" professional development days and 10% indicated "too few".

PROVINCIAL SUMMARIES

By Category

	TOO MANY	TOO FEW	JUST RIGHT	TOTAL NO. OF RESPONSES
PARENTS	18.9	5.6	75.5	1250
NON-PARENTS	28.3	11.3	60.4	53
STUDENTS	5.0	20.6	74.4	238
TEACHERS	8.8	10.6	80.6	330
PRESENT TRUSTEES	34.9	1.6	63.5	63
PAST TRUSTEES	37.3	0.0	62.7	67
BOARD STAFF	16.7	20.0	63.3	30
TOTAL	435	203	1393	2031
% of TOTAL	21.4	10.0	68.6	100.0

By Unit

	TOO MANY	TOO FEW	JUST RIGHT	TOTAL NO. OF RESPONSES
UNIT 1	22.2	2.6	71.6	261
UNIT 2	19.1	9.6	71.3	461
UNIT 3	23.2	16.7	60.1	859
UNIT 4	23.8	8.3	68.7	386
UNIT 5	16.3	2.9	80.8	64
TOTAL	420	209	1402	2031
% of TOTAL	20.7	10.3	69.0	100.0

QUESTION 21: **DO YOU CONSIDER THE NUMBER OF INSTRUCTIONAL DAYS TO BE TOO MANY, TOO FEW, OR JUST RIGHT?**

Seventy per cent of the respondents felt the number of instructional days was "just right". Approximately 18% felt there were "too many" instructional days and 11% felt there were "too few" days. Teachers expressed the highest level of satisfaction (78%) with the existing number.

PROVINCIAL SUMMARIES

By Category

	TOO MANY	TOO FEW	JUST RIGHT	TOTAL NO. OF RESPONSES
PARENTS	8.4	13.8	77.8	1250
NON-PARENTS	7.5	20.8	71.7	53
STUDENTS	11.3	14.3	74.4	238
TEACHERS	15.4	6.4	78.2	330
PRESENT TRUSTEES	31.7	4.8	63.5	63
PAST TRUSTEES	37.3	0.0	62.7	67
BOARD STAFF	16.7	20.0	63.3	30
TOTAL	372	231	1428	2031
% of TOTAL	18.3	11.4	70.3	100.0

By Unit

	TOO MANY	TOO FEW	JUST RIGHT	TOTAL NO. OF RESPONSES
UNIT 1	19.1	13.3	67.6	261
UNIT 2	19.1	10.7	70.2	461
UNIT 3	17.9	16.5	65.6	859
UNIT 4	21.4	9.7	68.9	386
UNIT 5	14.8	4.0	81.2	64
TOTAL	372	233	1426	2031
% of TOTAL	18.3	11.5	70.2	100.0

QUESTION 22: **DO YOU CONSIDER THE LENGTH OF THE SCHOOL YEAR TO BE TOO LONG, TOO SHORT, OR JUST RIGHT?**

Eighty per cent of the respondents felt the length of the school year was "just right". Approximately 14% felt the school year was "too long" (especially students and teachers) while 7% indicated it was "too short".

Several commented that while the number of instructional days was appropriate, there appeared to be too many "4-day weeks" due to teachers' workshops, professional development days, and parent/teacher interviews. Others suggested that the March and Easter breaks be grouped together so there would be "fewer interruptions" during the second term.

PROVINCIAL SUMMARIES

By Category

	TOO LONG	TOO SHORT	JUST RIGHT	TOTAL NO. OF RESPONSES
PARENTS	13.6	4.2	82.2	1250
NON-PARENTS	11.3	7.5	81.2	53
STUDENTS	33.2	2.5	64.3	238
TEACHERS	20.6	0.9	78.5	330
PRESENT TRUSTEES	9.5	12.7	77.8	63
PAST TRUSTEES	6.0	14.9	79.1	67
BOARD STAFF	3.3	3.3	93.4	30
TOTAL	282	134	1615	2031
% of TOTAL	13.9	6.6	79.5	100.0

By Unit

	TOO LONG	TOO SHORT	JUST RIGHT	TOTAL NO. OF RESPONSES
UNIT 1	16.3	1.9	81.8	261
UNIT 2	12.5	18.4	69.1	461
UNIT 3	14.2	21.4	64.4	859
UNIT 4	15.5	8.0	76.5	386
UNIT 5	9.6	0.0	90.4	64
TOTAL	276	140	1615	2031
% of TOTAL	13.6	6.9	79.5	100.0

QUESTION 23: **DO YOU CONSIDER THE AMOUNT OF HOMEWORK ASSIGNED TO BE TOO MUCH, NOT ENOUGH, OR JUST RIGHT?**

Sixty per cent of the respondents felt that the amount of homework was "just right". Approximately 28% felt there was "not enough" homework, particularly non-parents, teachers, and present trustees. Twelve per cent felt there was "too much" homework. Students consistently indicated there was too much homework, especially in Unit 1 (37%), Unit 4 (40%), and Unit 5 (40%).

Respondents indicated dissatisfaction with the "inconsistency" in the amount of homework. Teachers seem to "assign all major papers and give exams during the same period". Scheduling should be improved.

PROVINCIAL SUMMARIES

By Category

	TOO MUCH	NOT ENOUGH	JUST RIGHT	TOTAL NO. OF RESPONSES
PARENTS	14.3	24.1	61.6	1250
NON-PARENTS	11.3	39.6	49.1	53
STUDENTS	27.3	11.7	61.0	238
TEACHERS	7.0	32.4	60.6	330
PRESENT TRUSTEES	6.3	36.5	57.2	63
PAST TRUSTEES	9.0	26.9	64.1	67
BOARD STAFF	6.7	26.7	66.6	30
TOTAL	238	574	1219	2031
% of TOTAL	11.7	28.3	60.0	100.0

By Unit

	TOO MUCH	NOT ENOUGH	JUST RIGHT	TOTAL NO. OF RESPONSES
UNIT 1	8.8	29.0	62.2	261
UNIT 2	11.1	24.4	64.5	461
UNIT 3	11.7	28.7	59.6	859
UNIT 4	14.6	25.7	59.7	386
UNIT 5	14.8	17.0	68.2	64
TOTAL	248	506	1277	2031
% of TOTAL	12.2	24.9	62.9	100.0

QUESTION 24: **HOW SATISFIED ARE YOU WITH THE NUMBER OF STUDENTS IN CLASSES?**

Fifty-seven per cent of the respondents felt there were "too many" students in each class compared with 42% who felt it was "just right". Only 1% indicated there were not enough students.

The most frequent comment expressed by respondents was that the pupil/teacher ratio is too high! Several individuals were concerned with the doubling of grades in the smaller schools and suggested that the pupil/teacher ratio needed to be redefined. The suggestion was made that principals, guidance counsellors, and other specialist teachers should not be included in the ratio.

PROVINCIAL SUMMARIES

By Category

	TOO MANY	NOT ENOUGH	JUST RIGHT	TOTAL NO. OF RESPONSES
PARENTS	49.4	1.0	49.6	1250
NON-PARENTS	43.4	0.0	56.6	53
STUDENTS	41.6	3.4	55.0	238
TEACHERS	83.0	0.3	16.7	330
PRESENT TRUSTEES	65.1	0.0	34.9	63
PAST TRUSTEES	52.2	1.5	46.3	67
BOARD STAFF	63.3	0.0	36.7	30
TOTAL	1156	18	857	2031
% of TOTAL	56.9	0.9	42.2	100.0

By Unit

	TOO MANY	NOT ENOUGH	JUST RIGHT	TOTAL NO. OF RESPONSES
UNIT 1	48.4	0.9	50.7	261
UNIT 2	53.9	0.7	45.4	461
UNIT 3	67.3	0.4	32.3	859
UNIT 4	51.0	1.3	47.7	386
UNIT 5	35.3	5.7	59.0	64
TOTAL	1040	37	954	2031
% of TOTAL	51.2	1.8	47.0	100.0

QUESTION 25: PLEASE INDICATE HOW OFTEN YOU VISITED YOUR SCHOOL IN THE LAST YEAR.

(Teachers and students did not have to answer this question.)

Approximately 25% of respondents indicated they frequently visited their school in the last year while an additional 59% occasionally visited. Unit 4 had the highest percentage of respondents indicate they visited their school while Unit 5 had the lowest.

PROVINCIAL SUMMARIES

By Category

	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
PARENTS	25.3	61.2	10.9	2.6	1215
NON-PARENTS	6.0	36.0	18.0	40.0	50
STUDENTS	10.3	58.6	10.3	20.7	29
TEACHERS	37.7	42.9	9.1	10.4	77
PRESENT TRUSTEES	25.8	56.5	12.9	4.8	62
PAST TRUSTEES	15.4	52.3	13.8	18.5	65
BOARD STAFF	25.0	60.0	15.0	0.0	20
TOTAL	374	893	171	80	1518
% of TOTAL	24.6	58.8	11.3	5.3	100.0

By Unit

	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
UNIT 1	17.4	64.7	12.0	6.0	184
UNIT 2	25.4	56.8	10.7	7.1	354
UNIT 3	25.3	61.8	9.5	3.4	651
UNIT 4	29.5	50.9	13.5	6.0	281
UNIT 5	8.3	58.3	22.9	10.4	48
TOTAL	374	893	171	80	1518
% of TOTAL	24.6	58.8	11.3	5.3	100.0

QUESTION 26: PLEASE INDICATE YOUR LEVEL OF ATTENDANCE AT...

A) Home and School/Consultative Committee Meetings

Twenty-eight per cent of the respondents indicated they "always" or "frequently" attended Home and School or Consultative Committee meetings; 15% indicated they occasionally attended, and 50% stated they "seldom" or "never" attended. In general, respondents in Unit 5 expressed the highest level of "always" or "frequently" attending.

Respondents in Unit 4 indicated Consultation Committees were designed for the "select few" and not open to the public at large. Several indicated they would like to participate in these committees but the same people were selected year after year.

PROVINCIAL SUMMARIES

By Category

	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
PARENTS	7.8	19.9	12.0	23.4	36.9	1250
NON-PARENTS	1.9	11.3	9.4	0.6	62.3	53
STUDENTS	4.6	4.6	6.7	8.4	75.6	238
TEACHERS	13.3	22.7	29.1	15.2	19.7	330
PRESENT TRUSTEES	14.3	20.6	28.6	14.3	22.2	63
PAST TRUSTEES	13.4	19.4	14.9	20.9	31.3	67
BOARD STAFF	6.7	36.7	16.6	23.3	16.7	30
TOTAL	174	379	300	400	778	2031
% of TOTAL	8.6	19.7	14.8	19.7	38.3	100.0

By Unit

	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
UNIT 1	5.7	18.8	9.2	19.9	46.4	261
UNIT 2	6.5	18.7	13.0	18.4	43.4	461
UNIT 3	9.9	19.6	17.9	21.1	31.5	859
UNIT 4	8.3	17.6	11.7	18.9	43.5	386
UNIT 5	18.8	12.5	26.6	14.1	28.1	64
TOTAL	174	379	300	400	778	2031
% of TOTAL	8.6	19.7	14.8	19.7	38.3	100.0

QUESTION 26: B) Parent-Teacher Interviews

Over 70% of the respondents indicated they "always" or "frequently" attend parent-teacher interviews while 13% of the respondents "never" attended. Unit 3 has the highest percentage of respondents indicate they "always" or "frequently" attended while Unit 5 had the lowest level of respondents indicate "always" or "frequently".

PROVINCIAL SUMMARIES

By Category

	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
PARENTS	74.3	7.2	11.3	3.4	3.8	1250
NON-PARENTS	30.2	3.8	1.9	3.8	60.4	53
STUDENTS	10.1	11.3	5.9	13.9	58.9	238
TEACHERS	88.8	1.8	6.1	0.3	3.0	330
PRESENT TRUSTEES	42.9	9.5	20.6	4.8	22.2	63
PAST TRUSTEES	49.3	7.5	10.4	3.0	29.9	67
BOARD STAFF	53.3	10.0	10.0	6.7	20.0	30
TOTAL	1338	139	199	86	269	2031
% of TOTAL	65.9	6.8	9.8	4.2	13.2	100.0

By Unit

	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
UNIT 1	59.8	10.7	11.9	5.0	12.6	261
UNIT 2	62.7	6.5	11.1	4.3	15.4	461
UNIT 3	71.1	7.0	9.1	4.1	8.7	859
UNIT 4	66.6	4.4	7.8	2.8	18.4	386
UNIT 5	39.1	6.3	14.1	10.9	29.7	64
TOTAL	1338	139	199	86	269	2031
% of TOTAL	65.9	6.8	9.8	4.2	13.2	100.0

QUESTION 26: C) School Board Meetings

Fifteen per cent of respondents indicated they "always" or "frequently" attended school board meetings. Over 80% of respondents, excluding Unit 5, stated they "never" or "seldom" attended. Unit 5 expressed the highest level of attendance at school board meetings.

The majority of respondents commented they did not attend either because the meetings were "closed" to the public or they did not know there was a meeting. Many parents felt decisions were already made by the Board and their input was not welcome. This opinion was expressed consistently across the Island. Comments such as: "We were made to feel uncomfortable", "No further discussions took place on the issue we raised", and "We could only discuss matters on the agenda" were frequently expressed.

PROVINCIAL SUMMARIES

By Category

	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
PARENTS	0.7	11.0	1.8	19.5	67.0	1250
NON-PARENTS	1.9	13.2	0.0	22.6	62.2	53
STUDENTS	0.8	2.5	0.4	2.9	93.3	238
TEACHERS	0.9	18.8	2.4	29.1	48.8	330
PRESENT TRUSTEES	69.8	4.8	9.5	4.8	11.1	63
PAST TRUSTEES	11.9	26.9	11.9	25.4	23.9	67
BOARD STAFF	20.0	16.7	23.3	16.7	23.3	30
TOTAL	73	238	53	384	1283	2031
% of TOTAL	3.6	11.7	2.6	18.9	63.2	100.0

By Unit

	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
UNIT 1	5.7	6.1	1.9	13.0	73.2	261
UNIT 2	4.1	9.5	2.8	18.0	65.5	461
UNIT 3	1.5	13.6	2.6	23.1	59.3	859
UNIT 4	4.1	13.2	2.6	15.5	64.5	386
UNIT 5	15.6	15.6	4.7	14.1	50.0	64
TOTAL	73	238	53	384	1283	2031
% of TOTAL	3.6	11.7	2.6	18.9	63.2	100.0

THE SCHOOL BOARD

QUESTION 27: HOW SATISFIED ARE YOU WITH...?

A) The Way Trustees are Elected

Eighty-one per cent of the respondents indicated they were satisfied with the way trustees are elected while 6% expressed dissatisfaction. Over 85% of the present trustees and Board staff indicated satisfaction. Students were the least satisfied, although a large percentage (27%) answered "don't know".

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	11.4	59.7	9.0	2.5	1.9	1.3	14.3	1250
NON-PARENTS	22.6	41.5	13.2	0.0	1.9	1.9	18.9	53
STUDENTS	12.2	45.8	11.8	2.5	0.8	0.0	26.9	238
TEACHERS	14.5	64.8	7.9	2.7	3.0	1.8	5.2	330
PRESENT TRUSTEES	31.7	49.2	6.3	1.6	6.3	1.6	3.2	63
PAST TRUSTEES	28.4	49.3	10.4	0.0	6.0	3.0	3.0	67
BOARD STAFF	20.0	60.0	6.7	3.3	0.0	3.3	6.7	30
TOTAL	276	1173	186	48	45	27	276	2031
% of TOTAL	13.6	57.8	9.2	2.4	2.2	1.3	13.6	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	16.9	55.2	8.4	2.3	1.9	1.1	14.2	261
UNIT 2	14.8	56.0	8.9	1.7	1.5	0.7	16.5	461
UNIT 3	11.5	61.1	8.1	2.8	2.1	1.2	13.2	859
UNIT 4	13.0	56.2	11.7	2.3	2.8	2.8	11.1	386
UNIT 5	23.4	45.3	12.5	1.6	6.3	0.0	10.9	64
TOTAL	276	1173	186	48	45	27	276	2031
% of TOTAL	13.6	57.8	9.2	2.4	2.2	1.3	13.6	100.0

QUESTION 27: B) The Way Trustees are Appointed

Sixty-one per cent indicated satisfaction with the way trustees are appointed while 12% expressed dissatisfaction. (Twenty-seven per cent indicated "don't know".) The highest level of satisfaction was expressed by teachers while the highest level of dissatisfaction was expressed by past trustees (24%) and Board staff (20%). Unit 4 parents are the most dissatisfied with 21% indicating dissatisfaction compared with Unit 2 parents at 6%. In general, respondents in Units 5 and 2 expressed the highest level of satisfaction.

Individuals who commented suggested that trustees have too often been appointed for "political" reasons. They also expressed their dissatisfaction with having trustees re-elected for successive terms. Some suggested that trustees should represent schools instead of zones.

PROVINCIAL

SUMMARIES

By

Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	5.9	45.0	10.0	4.1	3.8	3.4	27.8	1250
NON-PARENTS	15.1	26.4	17.0	5.7	1.9	3.8	30.2	53
STUDENTS	5.9	37.0	15.5	3.8	3.4	1.7	32.8	238
TEACHERS	5.8	47.3	11.8	5.2	5.8	4.5	19.7	330
PRESENT TRUSTEES	12.7	34.9	9.5	0.0	6.3	6.3	30.2	63
PAST TRUSTEES	6.0	40.3	4.5	6.0	4.5	13.4	25.4	67
BOARD STAFF	3.3	36.7	6.7	13.3	3.3	3.3	33.3	30
TOTAL	128	881	221	88	84	77	552	2031
% of TOTAL	6.3	43.4	10.9	4.3	4.1	3.8	27.2	100.0

By

Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	10.0	41.0	8.4	5.7	4.2	3.4	27.2	261
UNIT 2	7.6	45.6	10.8	2.8	1.7	2.8	28.6	461
UNIT 3	5.1	45.8	10.1	4.5	4.2	2.6	27.7	859
UNIT 4	3.6	37.3	14.2	5.2	6.7	8.5	24.4	386
UNIT 5	14.1	42.2	10.9	1.6	4.7	0.0	26.6	64
TOTAL	128	881	221	88	84	77	552	2031
% of TOTAL	6.3	43.4	10.9	4.3	4.1	3.8	27.2	100.0

QUESTION 28: **HOW SATISFIED ARE YOU WITH HOW WELL INFORMED YOU ARE OF...?**

A) Board Elections

Approximately 68% of the respondents said they were satisfied with how well informed they were of school board elections while 18% indicated dissatisfaction. (A high percentage of "don't knows" were expressed by parents, non-parents, and students.) Board staff, present and past trustees indicated satisfaction (83%-93%) compared with 34% of students, 62% of non-parents, and 67% of parents. Unit 2 respondents are the most satisfied while Units 1 and 3 respondents were the most dissatisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	9.4	44.7	13.8	6.6	6.3	4.7	14.4	1250
NON-PARENTS	11.3	39.6	11.3	7.5	5.7	9.4	15.1	53
STUDENTS	2.1	17.2	14.7	12.6	11.3	13.9	28.2	238
TEACHERS	15.5	57.9	10.6	6.1	3.3	1.8	4.8	330
PRESENT TRUSTEES	36.5	38.1	7.9	3.2	9.5	1.6	3.2	63
PAST TRUSTEES	38.8	44.8	6.0	3.0	3.0	0.0	4.5	67
BOARD STAFF	23.3	63.3	6.7	3.3	0.0	0.0	3.3	30
TOTAL	235	885	260	142	128	104	277	2031
% of TOTAL	11.6	43.6	12.8	7.0	6.3	5.1	13.6	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	11.5	40.6	14.2	6.5	7.7	6.1	13.4	261
UNIT 2	15.8	45.3	11.5	4.6	3.9	3.9	15.0	461
UNIT 3	9.5	42.8	13.5	8.3	7.2	5.5	13.2	859
UNIT 4	9.6	46.6	11.7	6.7	6.5	5.4	13.5	386
UNIT 5	20.3	34.4	14.1	10.9	4.7	3.1	12.5	64
TOTAL	235	885	260	142	128	104	277	2031
% of TOTAL	11.6	43.6	12.8	7.0	6.3	5.1	13.6	100.0

QUESTION 28: B) Who is Eligbile to Vote

Seventy per cent of the respondents said they were satisfied with how well informed they were of who is eligible to vote in school board elections while 16% expressed dissatisfaction. (A high percentage of "don't knows" was indicated by parents, non-parents, and students.) Board staff, present and past trustees all indicated a high level of satisfaction (84%-90%). The most dissatisfied were students, non-parents and parents, especially in Units 1 (19%), 3 and 4 (15%).

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	9.5	47.7	12.4	5.9	5.0	3.7	15.8	1250
NON-PARENTS	11.3	43.4	7.5	11.3	0.0	7.5	18.9	53
STUDENTS	5.5	24.8	13.4	11.8	10.5	9.7	24.4	238
TEACHERS	14.5	55.2	12.4	4.2	3.6	2.4	7.6	330
PRESENT TRUSTEES	33.3	44.4	6.3	1.6	7.9	1.6	4.8	63
PAST TRUSTEES	31.3	46.3	10.4	3.0	1.5	0.0	7.5	67
BOARD STAFF	23.3	60.0	6.7	0.0	3.3	0.0	6.7	30
TOTAL	235	937	245	125	107	82	300	2031
% of TOTAL	11.6	46.1	12.1	6.2	5.3	4.0	14.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	11.1	44.8	13.4	8.0	5.7	2.7	14.2	261
UNIT 2	13.9	48.2	10.4	3.5	3.7	3.3	17.1	461
UNIT 3	11.2	44.5	12.1	7.1	6.2	4.7	14.3	859
UNIT 4	9.3	49.0	12.4	6.2	4.4	4.9	13.7	386
UNIT 5	15.6	42.2	15.6	4.7	7.8	1.6	12.5	64
TOTAL	235	937	245	125	107	82	300	2031
% of TOTAL	11.6	46.1	12.1	6.2	5.3	4.0	14.8	100.0

QUESTION 28: **C) Which Zone You are to Vote in**

Sixty-nine per cent of respondents declared they were satisfied with how well informed they were of the zone in which they were to vote while 16% indicated dissatisfaction. (A high percentage of "don't knows" was expressed by parents, non-parents, and students.) Over 80% of Board staff and teachers indicated they were satisfied. The highest level of dissatisfaction was indicated by students followed by present trustees which was especially high in Unit 3. Units 2 and 5 respondents expressed the highest level of satisfaction.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	9.1	47.1	12.2	5.1	5.9	3.8	16.8	1250
NON-PARENTS	15.1	47.2	3.8	7.5	0.0	7.5	18.9	53
STUDENTS	6.3	28.2	13.4	11.3	7.6	8.4	24.8	238
TEACHERS	13.0	53.6	13.0	5.8	4.2	2.7	7.6	330
PRESENT TRUSTEES	31.7	33.3	7.9	6.3	12.7	4.8	3.2	63
PAST TRUSTEES	32.8	32.8	11.9	3.0	3.0	7.5	9.0	67
BOARD STAFF	16.7	56.7	13.3	0.0	6.7	0.0	6.7	30
TOTAL	227	918	246	120	118	88	314	2031
% of TOTAL	11.2	45.2	12.1	5.9	5.8	4.3	15.5	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	12.3	41.8	13.8	6.9	7.3	3.1	14.9	261
UNIT 2	13.9	47.1	10.4	3.5	5.0	3.9	16.3	461
UNIT 3	9.7	44.0	12.2	7.6	6.4	4.9	15.3	859
UNIT 4	8.5	49.2	13.0	4.7	4.1	4.9	15.5	386
UNIT 5	23.4	37.5	10.9	4.7	7.8	1.6	14.1	64
TOTAL	227	918	246	120	118	88	314	2031
% of TOTAL	11.2	45.2	12.1	5.9	5.8	4.3	15.5	100.0

QUESTION 28: **D) The Location of Voting Station**

Approximately 62% of respondents indicated satisfaction while 15% expressed dissatisfaction. (A high percentage of "don't knows" was expressed by parents, non-parents, and students.) In excess of 75% of teachers, present and past trustees and Board staff expressed satisfaction. The highest level of dissatisfaction was expressed by respondents in Unit 3, particularly between trustees (46%) and students (35%). In general, respondents in Unit 5 were the most satisfied.

PROVINCIAL

SUMMARIES

By

Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	8.6	48.2	11.7	4.3	5.6	4.0	17.6	1250
NON-PARENTS	11.3	47.2	9.4	7.5	0.0	5.7	18.9	53
STUDENTS	4.6	21.0	15.5	8.4	10.5	9.2	30.7	238
TEACHERS	13.0	56.1	12.1	4.8	3.3	2.7	7.9	330
PRESENT TRUSTEES	33.3	31.7	11.1	9.5	9.5	1.6	3.2	63
PAST TRUSTEES	32.8	37.3	9.0	6.0	0.0	4.5	10.4	67
BOARD STAFF	13.3	63.3	6.7	6.7	3.3	0.0	6.7	30
TOTAL	215	926	243	106	113	88	340	2031
% of TOTAL	10.6	45.6	12.0	5.2	5.6	4.3	16.7	100.0

By

Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	11.5	43.7	11.5	6.1	7.7	3.4	16.1	261
UNIT 2	13.9	46.0	10.8	4.1	3.7	3.5	18.0	461
UNIT 3	8.5	45.8	12.1	6.3	6.5	4.8	16.1	859
UNIT 4	8.0	47.9	13.0	3.9	3.6	5.4	18.1	386
UNIT 5	26.6	34.4	14.1	3.1	9.4	1.6	10.9	64
TOTAL	215	926	243	106	113	88	340	2031
% of TOTAL	10.6	45.6	12.0	5.2	5.6	4.3	16.7	100.0

QUESTION 28: E) The Date of the Election

Approximately 71% indicated satisfaction while 13% expressed dissatisfaction. (A high percentage of "don't knows" was expressed by parents, non-parents, and students.) The most satisfied were trustees and Board staff while 27% of the students were dissatisfied. In general, respondents in Units 5 and 3 were the most satisfied.

Respondents who commented stated the need for greater publicity regarding board elections which would include clearer definitions of which zone people vote in, the location of voting stations, and date of the election. Many felt the publicity presently given to board elections was too confusing. Suggestions were made that school board elections be held with municipal elections, to have additional voting stations and that newsletters be sent home. Many people felt that "lack of knowledge was the main reason for poor voter turnout".

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	9.4	50.6	10.9	4.2	4.4	3.4	17.1	1250
NON-PARENTS	13.2	45.3	7.5	9.4	0.0	5.7	18.9	53
STUDENTS	5.5	24.4	12.6	7.6	10.5	9.2	30.3	238
TEACHERS	15.2	57.9	10.6	4.5	2.1	1.8	7.9	330
PRESENT TRUSTEES	34.9	44.4	9.5	1.6	6.3	0.0	3.2	63
PAST TRUSTEES	35,8	44.8	6.0	3.0	0.0	0.0	10.4	67
BOARD STAFF	16.7	63.3	6.7	0.0	3.3	3.3	6.7	30
TOTAL	239	982	217	93	92	75	333	2031
% of TOTAL	11.8	48.4	10.7	4.6	4.5	3.7	16.4	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	12.3	45.6	10.7	5.0	6.9	3.4	16.1	261
UNIT 2	15.4	48.8	9.1	2.4	3.5	2.8	18.0	461
UNIT 3	9.8	48.9	11.8	5.4	5.0	4.1	15.1	859
UNIT 4	9.3	50.5	9.8	4.9	2.8	4.4	18.1	386
UNIT 5	25.0	35.9	12.5	6.3	6.3	1.6	12.5	64
TOTAL	239	982	217	93	92	75	333	2031
% of TOTAL	11.8	48.4	10.7	4.6	4.5	3.7	16.4	100.0

QUESTION 29: HOW SATISFIED ARE YOU WITH HOW WELL THE TRUSTEE MAKES HIMSELF/HERSELF KNOWN?

Forty-six per cent of the respondents were satisfied with how well their trustee made himself/herself known in the zone while 39% indicated dissatisfaction. (A high percentage of "don't knows" was expressed among parents, non-parents, and students.) Dissatisfaction was expressed by 46% of students, 44% of teachers, and 39% of the parents. In general, the most satisfied were respondents in Units 5 and 2 while the most dissatisfied were in Units 3 and 1.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	4.8	21.8	18.4	12.9	13.7	12.4	16.1	1250
NON-PARENTS	5.7	26.4	22.6	5.7	9.4	7.5	22.6	53
STUDENTS	2.5	10.9	16.4	12.2	17.2	16.8	23.9	238
TEACHERS	5.2	24.2	22.4	22.4	13.3	8.2	4.2	330
PRESENT TRUSTEES	11.1	47.6	19.0	7.9	1.6	3.2	9.5	63
PAST TRUSTEES	6.0	37.3	17.9	7.5	13.4	9.0	9.0	67
BOARD STAFF	0.0	26.7	36.7	16.7	10.0	0.0	10.0	30
TOTAL	97	455	390	282	274	234	299	2031
% of TOTAL	4.8	22.4	19.2	13.9	13.5	11.5	14.7	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	4.6	23.8	17.2	13.4	14.2	11.9	14.9	261
UNIT 2	3.7	24.9	21.3	14.1	11.9	9.1	15.0	461
UNIT 3	4.3	21.0	16.5	14.7	15.4	12.0	16.2	859
UNIT 4	6.7	20.5	22.8	13.2	11.4	13.7	11.7	386
UNIT 5	7.8	29.7	26.6	7.8	9.4	7.8	10.9	64
TOTAL	97	455	390	282	274	234	299	2031
% of TOTAL	4.8	22.4	19.2	13.9	13.5	11.5	14.7	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.7	24.3	17.6	10.8	13.5	13.5	17.6
UNIT 2	3.6	24.0	19.4	14.0	11.8	11.1	16.1
UNIT 3	5.5	19.4	16.4	13.4	15.9	12.3	17.1
UNIT 4	5.7	21.9	21.9	12.7	10.5	13.6	13.6
UNIT 5	7.1	32.1	25.0	3.6	14.3	10.7	7.1
TOTAL NO. OF RESPONSES	60.	272.	230.	161.	171.	155.	201.
% OF TOTAL	4.8	21.8	18.4	12.9	13.7	12.4	16.1

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	25.0	0.0	0.0	0.0	0.0	50.0
UNIT 2	5.9	35.3	17.6	5.9	5.9	11.8	17.6
UNIT 3	0.0	25.0	18.8	12.5	12.5	0.0	31.3
UNIT 4	7.7	7.7	38.5	0.0	15.4	15.4	15.4
UNIT 5	0.0	66.7	33.3	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	3.	14.	12.	3.	5.	4.	12.
% OF TOTAL	5.7	26.4	22.6	5.7	9.4	7.5	22.6

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	5.7	5.7	11.4	14.3	22.9	22.9	17.1
UNIT 2	2.2	15.6	26.7	8.9	13.3	4.4	28.9
UNIT 3	1.0	8.0	10.0	9.0	20.0	22.0	30.0
UNIT 4	2.1	14.6	18.8	22.9	14.6	14.6	12.5
UNIT 5	10.0	20.0	40.0	0.0	0.0	10.0	20.0
TOTAL NO. OF RESPONSES	6.	26.	39.	29.	41.	40.	57.
% OF TOTAL	2.5	10.9	16.4	12.2	17.2	16.8	23.9

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	7.8	23.5	21.6	21.6	15.7	3.9	5.9
UNIT 2	2.8	23.9	26.8	21.1	12.7	7.0	5.6
UNIT 3	2.2	28.5	20.4	27.7	11.7	6.6	2.9
UNIT 4	12.3	16.9	23.1	12.3	15.4	16.9	3.1
UNIT 5	0.0	16.7	16.7	33.3	16.7	0.0	16.7
TOTAL NO. OF RESPONSES	17.	80.	74.	74.	44.	27.	14.
% OF TOTAL	5.2	24.2	22.4	22.4	13.3	8.2	4.2

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	7.7	69.2	15.4	0.0	0.0	0.0	7.7
UNIT 2	13.3	40.0	20.0	20.0	0.0	0.0	6.7
UNIT 3	9.1	54.5	27.3	0.0	0.0	0.0	9.1
UNIT 4	18.2	45.5	18.2	0.0	0.0	9.1	9.1
UNIT 5	7.7	30.8	15.4	15.4	7.7	7.7	15.4
TOTAL NO. OF RESPONSES	7.	30.	12.	5.	1.	2.	6.
% OF TOTAL	11.1	47.6	19.0	7.9	1.6	3.2	9.5

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	20.0	20.0	20.0	20.0	20.0	0.0
UNIT 2	3.8	42.3	11.5	7.7	19.2	7.7	7.7
UNIT 3	5.3	47.4	10.5	5.3	10.5	10.5	10.5
UNIT 4	7.1	28.6	28.6	7.1	7.1	7.1	14.3
UNIT 5	33.3	0.0	66.7	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	4.	25.	12.	5.	9.	6.	6.
% OF TOTAL	6.0	37.3	17.9	7.5	13.4	9.0	9.0

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	20.0	20.0	40.0	0.0	0.0	20.0
UNIT 2	0.0	12.5	50.0	12.5	12.5	0.0	12.5
UNIT 3	0.0	44.4	33.3	0.0	22.2	0.0	0.0
UNIT 4	0.0	14.3	42.9	28.6	0.0	0.0	14.3
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	0.	8.	11.	5.	3.	0.	3.
% OF TOTAL	0.0	26.7	36.7	16.7	10.0	0.0	10.0

QUESTION 30: HOW SATISFIED ARE YOU WITH THE ACCESSIBILITY OF TRUSTEES?

Thirty-five per cent of the respondents indicated they were satisfied or very satisfied with the accessibility of trustees. An additional 18% indicated they were slightly satisfied while 23% indicated dissatisfaction. (A high percentage of "don't knows" was expressed among parents, non-parents, and students.) The most satisfied were Board staff and present trustees (87%-90%). Dissatisfaction was expressed by 31% of the students and 23% of both parents (especially Units 1 and 3) and teachers (especially Units 4 and 5). In general, respondents in Units 5 and 4 were the most satisfied while respondents in Unit 1 expressed the highest level of dissatisfaction.

Several commented they did not know their trustee's name and felt that trustees should make an "extra effort to make themselves known". A number of people suggested that a newsletter be sent to each home identifying their zone, trustee's name, address, phone number, etc.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	4.5	28.5	16.7	9.6	7.4	6.0	27.4	1250
NON-PARENTS	5.7	32.1	22.6	1.9	5.7	7.5	24.5	53
STUDENTS	2.5	14.3	15.5	12.6	9.7	8.4	37.0	238
TEACHERS	5.2	38.8	22.1	12.4	7.6	3.0	10.9	330
PRESENT TRUSTEES	17.5	60.3	11.1	1.6	0.0	1.6	7.9	63
PAST TRUSTEES	11.9	43.3	17.9	6.0	9.0	4.5	7.5	67
BOARD STAFF	3.3	50.0	33.3	10.0	0.0	0.0	3.3	30
TOTAL	102	617	360	200	149	113	490	2031
% of TOTAL	5.0	30.4	17.7	9.8	7.3	5.6	24.1	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	5.0	28.0	19.9	11.5	6.1	7.7	21.8	261
UNIT 2	4.6	34.3	18.2	8.9	6.1	3.5	24.5	461
UNIT 3	4.9	27.6	15.1	10.5	8.6	5.8	27.5	859
UNIT 4	4.9	32.6	20.7	9.1	7.3	6.0	19.4	386
UNIT 5	10.9	35.9	21.9	6.3	4.7	6.3	14.1	64
TOTAL	102	617	360	200	149	113	490	2031
% of TOTAL	5.0	30.4	17.7	9.8	7.3	5.6	24.1	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	3.4	27.0	19.6	10.8	6.8	8.1	24.3
UNIT 2	3.9	29.7	16.8	9.3	6.5	4.3	29.4
UNIT 3	5.6	25.6	14.5	10.2	8.5	6.2	29.5
UNIT 4	3.1	33.3	19.3	8.3	5.7	6.1	24.1
UNIT 5	3.6	42.9	25.0	3.6	10.7	7.1	7.1
TOTAL NO. OF RESPONSES	56.	356.	209.	120.	92.	75.	342.
% OF TOTAL	4.5	28.5	16.7	9.6	7.4	6.0	27.4

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	50.0	0.0	0.0	0.0	0.0	50.0
UNIT 2	5.9	41.2	23.5	0.0	0.0	11.8	17.6
UNIT 3	0.0	31.3	18.8	6.3	12.5	0.0	31.3
UNIT 4	7.7	15.4	30.8	0.0	7.7	15.4	23.1
UNIT 5	33.3	33.3	33.3	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	3.	17.	12.	1.	3.	4.	13.
% OF TOTAL	5.7	32.1	22.6	1.9	5.7	7.5	24.5

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	5.7	5.7	14.3	20.0	5.7	20.0	28.6
UNIT 2	4.4	17.8	22.2	8.9	8.9	0.0	37.8
UNIT 3	1.0	9.0	13.0	9.0	12.0	11.0	45.0
UNIT 4	0.0	22.9	16.7	20.8	10.4	2.1	27.1
UNIT 5	10.0	40.0	10.0	0.0	0.0	10.0	30.0
TOTAL NO. OF RESPONSES	6.	34.	37.	30.	23.	20.	88.
% OF TOTAL	2.5	14.3	15.5	12.6	9.7	8.4	37.0

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	5.9	31.4	29.4	11.8	7.8	2.0	11.8
UNIT 2	2.8	45.1	18.3	12.7	5.6	1.4	14.1
UNIT 3	3.6	41.6	19.0	13.9	6.6	2.9	12.4
UNIT 4	10.8	33.8	26.2	7.7	12.3	6.2	3.1
UNIT 5	0.0	16.7	33.3	33.3	0.0	0.0	16.7
TOTAL NO. OF RESPONSES	17.	128.	73.	41.	25.	10.	36.
% OF TOTAL	5.2	38.8	22.1	12.4	7.6	3.0	10.9

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	23.1	61.5	7.7	0.0	0.0	0.0	7.7
UNIT 2	13.3	66.7	20.0	0.0	0.0	0.0	0.0
UNIT 3	9.1	81.8	0.0	0.0	0.0	0.0	9.1
UNIT 4	18.2	63.6	9.1	0.0	0.0	0.0	9.1
UNIT 5	23.1	30.8	15.4	7.7	0.0	7.7	15.4
TOTAL NO. OF RESPONSES	11.	38.	7.	1.	0.	1.	5.
% OF TOTAL	17.5	60.3	11.1	1.6	0.0	1.6	7.9

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	20.0	20.0	0.0	0.0	20.0
UNIT 2	11.5	42.3	23.1	7.7	7.7	3.8	3.8
UNIT 3	15.8	42.1	15.8	5.3	15.8	0.0	5.3
UNIT 4	7.1	50.0	14.3	0.0	7.1	14.3	7.1
UNIT 5	33.3	33.3	0.0	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	8.	29.	12.	4.	6.	3.	5.
% OF TOTAL	11.9	43.3	17.9	6.0	9.0	4.5	7.5

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	60.0	20.0	0.0	0.0	0.0	20.0
UNIT 2	0.0	87.5	12.5	0.0	0.0	0.0	0.0
UNIT 3	0.0	44.4	33.3	22.2	0.0	0.0	0.0
UNIT 4	14.3	14.3	57.1	14.3	0.0	0.0	0.0
UNIT 5	0.0	0.0	100.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	1.	15.	10.	3.	0.	0.	1.
% OF TOTAL	3.3	50.0	33.3	10.0	0.0	0.0	3.3

QUESTION 31: HOW SATISFIED ARE YOU WITH THE WAY TRUSTEES REPRESENT YOUR VIEWS ON THE BOARD?

Thirty per cent of the respondents were very satisfied or satisfied with this question. An additional 15% were slightly satisfied while 21% indicated dissatisfaction. (A very high percentage of "don't knows" was expressed by parents, non-parents, students, and teachers.) While the most satisfied were present trustees, the most dissatisfied were teachers. In general, respondents in Units 2 and 5 were the most satisfied while respondents in Units 4 and 3 expressed the highest level of dissatisfaction.

Several commented that their trustee "did not represent the views of the majority in their zone" or that "trustees expressed their personal opinions on a topic and not those of the people they represented". Some individuals felt that their trustees did not "actively participate" in school board discussions and decisions.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	4.0	25.4	14.3	6.8	6.5	5.9	37.1	1250
NON-PARENTS	5.7	22.6	18.9	9.4	5.7	5.7	32.1	53
STUDENTS	1.7	18.1	12.6	8.4	7.1	6.3	45.8	238
TEACHERS	2,1	30.3	17.6	12.7	9.4	7.0	20.9	330
PRESENT TRUSTEES	12.7	57.1	6.3	1.6	1.6	3.2	17.5	63
PAST TRUSTEES	6.0	31.3	19.4	7.5	9.0	7.5	19.4	67
BOARD STAFF	0.0	40.0	23.3	6.7	13.3	3.3	13.3	30
TOTAL	76	541	301	160	143	123	687	2031
% of TOTAL	3.7	26.6	14.8	7.9	7.0	6.1	33.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	2.3	26.8	14.2	8.4	6.5	4.2	37.5	261
UNIT 2	3.7	32.5	15.8	5.9	4.8	3.0	34.3	461
UNIT 3	3.8	23.7	14.1	7.7	8.1	7.9	34.6	859
UNIT 4	4.1	25.1	16.1	10.4	7.3	7.0	30.1	386
UNIT 5	6.3	31.3	12.5	7.8	9.4	4.7	28.1	64
TOTAL	76	541	301	160	143	123	687	2031
% of TOTAL	3.7	26.6	14.8	7.9	7.0	6.1	33.8	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.7	23.0	13.5	8.8	7.4	2.0	42.6
UNIT 2	3.2	27.2	16.8	5.0	3.9	3.6	40.1
UNIT 3	4.8	24.0	14.5	6.3	7.2	8.1	35.1
UNIT 4	3.5	27.2	11.4	9.2	7.0	6.1	35.5
UNIT 5	7.1	32.1	14.3	3.6	7.1	3.6	32.1
TOTAL NO. OF RESPONSES	50.	317.	179.	85.	81.	74.	464.
% OF TOTAL	4.0	25.4	14.3	6.8	6.5	5.9	37.1

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	50.0	0.0	0.0	0.0	0.0	50.0
UNIT 2	5.9	29.4	17.6	5.9	11.8	5.9	23.5
UNIT 3	6.3	12.5	25.0	12.5	6.3	6.3	31.3
UNIT 4	7.7	15.4	15.4	7.7	0.0	7.7	46.2
UNIT 5	0.0	33.3	33.3	33.3	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	3.	12.	10.	5.	3.	3.	17.
% OF TOTAL	5.7	22.6	18.9	9.4	5.7	5.7	32.1

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.9	11.4	11.4	11.4	5.7	14.3	42.9
UNIT 2	2.2	37.8	8.9	6.7	2.2	0.0	42.2
UNIT 3	1.0	9.0	10.0	6.0	11.0	7.0	56.0
UNIT 4	2.1	16.7	20.8	12.5	6.3	6.3	35.4
UNIT 5	0.0	50.0	20.0	10.0	0.0	0.0	20.0
TOTAL NO. OF RESPONSES	4.	43.	30.	20.	17.	15.	109.
% OF TOTAL	1.7	18.1	12.6	8.4	7.1	6.3	45.8

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	33.3	19.6	9.8	5.9	5.9	25.5
UNIT 2	1.4	38.0	19.7	8.5	5.6	2.8	23.9
UNIT 3	1.5	31.4	11.7	14.6	10.2	7.3	23.4
UNIT 4	6.2	20.0	27.7	15.4	10.8	10.8	9.2
UNIT 5	0.0	0.0	0.0	16.7	50.0	16.7	16.7
TOTAL NO. OF RESPONSES	7.	100.	58.	42.	31.	23.	69
% OF TOTAL	2.1	30.3	17.6	12.7	9.4	7.0	20.9

Present

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	7.7	69.2	7.7	0.0	0.0	0.0	15.4
UNIT 2	20.0	66.7	6.7	0.0	0.0	0.0	6.7
UNIT 3	18.2	54.5	18.2	0.0	0.0	9.1	0.0
UNIT 4	9.1	63.6	0.0	0.0	0.0	0.0	27.3
UNIT 5	7.7	30.8	0.0	7.7	7.7	7.7	38.5
TOTAL NO. OF RESPONSES	8.	36.	4.	1.	1.	2.	11.
% OF TOTAL	12.7	57.1	6.3	1.6	1.6	3.2	17.5

Past

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	0.0	0.0	20.0	0.0	40.0
UNIT 2	7.7	38.5	15.4	11.5	11.5	3.8	11.5
UNIT 3	0.0	31.6	21.1	5.3	5.3	10.5	26.3
UNIT 4	7.1	21.4	28.6	7.1	7.1	14.3	14.3
UNIT 5	33.3	0.0	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	4.	21.	13.	5.	6.	5.	13.
% OF TOTAL	6.0	31.3	19.4	7.5	9.0	7.5	19.4

Board

Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	40.0	0.0	0.0	0.0	20.0
UNIT 2	0.0	62.5	0.0	0.0	12.5	0.0	25.0
UNIT 3	0.0	22.2	33.3	11.1	22.2	11.1	0.0
UNIT 4	0.0	28.6	28.6	14.3	14.3	0.0	14.3
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	0.	12.	7.	2.	4.	1.	4.
% OF TOTAL	0.0	40.0	23.3	6.7	13.3	3.3	13.3

QUESTION 32: **HOW SATISFIED ARE YOU WITH THE HOW WELL THE BOARD PROVIDES MINUTES/AGENDAS OF SCHOOL BOARD MEETINGS?**

Forty-two per cent of the respondents expressed satisfaction while 30% indicated dissatisfaction. (A very high percentage of "don't knows" was expressed by parents, non-parents, and students.) Board staff and present trustees were the most satisfied while past trustees, teachers, (especially in Units 4 and 5) and parents (especially in Units 1 and 4) were the most dissatisfied. Overall, Unit 2 respondents were the most satisfied while respondents in Unit 4 expressed the highest level of dissatisfaction.

Many commented that they were not sure if the agenda was made available within their Unit. Some who did receive the agenda expressed concern that it was planned without parental input. Some indicated the meetings should rotate to different areas and that the date, time and location be advertised just prior to the meeting.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	3.4	22.6	13.1	9.1	11.2	9.2	31.3	1250
NON-PARENTS	3.8	28.3	18.9	3.8	5.7	15.1	24.5	53
STUDENTS	2.5	15.1	13.0	8.0	8.0	11.8	41.6	238
TEACHERS	4.2	26.7	19.7	13.9	12.7	9.4	13.3	330
PRESENT TRUSTEES	14.3	42.9	9.5	6.3	6.3	6.3	14.3	63
PAST TRUSTEES	7.5	29.9	10.4	7.5	14.9	14.9	14.9	67
BOARD STAFF	10.0	33.3	16.7	13.3	3.3	3.3	20.0	30
TOTAL	82	479	288	194	219	197	572	2031
% of TOTAL	4.0	23.6	14.2	9.6	10.8	9.7	28.2	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	1.5	18.4	16.1	11.1	10.7	11.5	30.7	261
UNIT 2	7.4	33.8	15.0	7.8	3.3	5.9	26.9	461
UNIT 3	2.8	19.9	12.6	11.3	13.4	8.7	31.3	859
UNIT 4	4.1	22.0	16.1	7.8	13.2	15.0	21.8	386
UNIT 5	6.3	29.7	10.9	3.1	15.6	10.9	23.4	64
TOTAL	82	479	288	194	219	197	572	2031
% of TOTAL	4.0	23.6	14.2	9.6	10.8	9.7	28.2	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	1.4	17.6	14.9	10.1	12.2	10.1	33.8
UNIT 2	5.0	29.0	14.3	9.7	3.9	5.7	32.3
UNIT 3	3.2	20.1	11.8	9.7	13.8	9.0	32.5
UNIT 4	2.6	23.7	13.6	7.0	12.3	14.0	26.8
UNIT 5	10.7	28.6	14.3	3.6	17.9	3.6	21.4
TOTAL NO. OF RESPONSES	43.	283.	164.	114.	140.	115.	391.
% OF TOTAL	3.4	22.6	13.1	9.1	11.2	9.2	31.3

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	50.0	25.0	0.0	0.0	0.0	0.0
UNIT 2	5.9	41.2	17.6	0.0	0.0	5.9	29.4
UNIT 3	0.0	25.0	18.8	6.3	12.5	18.8	18.8
UNIT 4	7.7	7.7	15.4	7.7	7.7	30.8	23.1
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	2.	15.	10.	2.	8.	8.	13.
% OF TOTAL	3.8	28.3	18.9	3.8	5.7	15.1	24.5

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.9	11.4	17.1	8.6	5.7	20.0	34.3
UNIT 2	4.4	28.9	11.1	4.4	2.2	6.7	42.2
UNIT 3	0.0	7.0	9.0	9.0	12.0	9.0	54.0
UNIT 4	6.3	14.6	20.8	10.4	6.3	18.8	22.9
UNIT 5	0.0	50.0	10.0	0.0	10.0	0.0	30.0
TOTAL NO. OF RESPONSES	6.	36.	31.	19.	19.	28.	99.
% OF TOTAL	2.5	15.1	13.0	8.0	8.0	11.8	41.6

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	17.6	17.6	19.6	13.7	11.8	19.6
UNIT 2	8.5	43.7	25.4	9.9	1.4	4.2	7.0
UNIT 3	2.2	27.0	16.8	17.5	12.4	5.8	18.2
UNIT 4	7.7	16.9	23.1	7.7	23.1	16.9	4.6
UNIT 5	0.0	0.0	0.0	0.0	33.3	50.0	16.7
TOTAL NO. OF RESPONSES	14.	88.	65.	46.	42.	31.	44.
% OF TOTAL	4.2	26.7	19.7	13.9	12.7	9.4	13.3

Present

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	7.7	46.2	23.1	0.0	0.0	0.0	23.1
UNIT 2	40.0	60.0	0.0	0.0	0.0	0.0	0.0
UNIT 3	9.1	27.3	18.2	18.2	27.3	0.0	0.0
UNIT 4	0.0	54.5	0.0	9.1	0.0	9.1	27.3
UNIT 5	7.7	23.1	7.7	7.7	7.7	23.1	23.1
TOTAL NO. OF RESPONSES	9.	27.	6.	4.	4.	4.	9.
% OF TOTAL	14.3	42.9	9.3	6.3	6.3	6.3	14.3

Past

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	20.0	20.0	0.0	0.0	40.0	20.0
UNIT 2	11.5	42.3	7.7	0.0	7.7	15.4	15.4
UNIT 3	10.5	10.5	15.8	26.3	15.8	15.8	5.3
UNIT 4	0.0	35.7	7.1	0.0	28.6	7.1	21.4
UNIT 5	0.0	33.3	0.0	0.0	33.3	0.0	33.3
TOTAL NO. OF RESPONSES	5.	20.	7.	5.	10.	10.	10.
% OF TOTAL	7.5	29.9	10.4	7.5	14.9	14.9	14.9

Board

Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	0.0	0.0	20.0	20.0	0.0	60.0
UNIT 2	25.0	50.0	12.5	0.0	0.0	0.0	12.5
UNIT 3	0.0	44.4	11.1	11.1	0.0	11.1	22.2
UNIT 4	14.3	14.3	42.9	28.6	0.0	0.0	0.0
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	3.	10.	5.	4.	1.	1.	6.
% OF TOTAL	10.0	33.3	16.7	13.3	3.3	3.3	20.0

QUESTION 33: **HOW SATISFIED ARE YOU WITH THE LOCATION OF BOARD MEETINGS?**

Approximately 71% of the respondents were satisfied with the location of board meetings while 10% indicated dissatisfaction. (A high percentage of "don't knows" was expressed by parents, non-parents, and students.) Over 86% of teachers, present trustees, past trustees, and Board staff expressed satisfaction. The most dissatisfied were students and parents. Unit 2 and 5 expressed the highest level of satisfaction while Unit 4 was the most dissatisfied followed closely by Unit 1.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	7.6	47.8	12.7	3.6	3.9	3.0	21.4	1250
NON-PARENTS	11.3	47.2	9.4	3.8	0.0	1.9	26.4	53
STUDENTS	4.6	32.4	13.9	6.7	2.9	5.5	34.0	238
TEACHERS	10.9	63.3	13.9	5.2	1.2	1.5	3.9	330
PRESENT TRUSTEES	33.3	54.0	3.2	6.3	0.0	0.0	3.2	63
PAST TRUSTEES	16.4	62.7	7.5	1.5	1.5	3.0	7.5	67
BOARD STAFF	20.0	63.3	10.0	3.3	0.0	0.0	3.3	30
TOTAL	186	1003	253	86	61	59	383	2031
% of TOTAL	9.2	49.4	12.5	4.2	3.0	2.9	18.9	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	10.3	47.5	13.0	3.8	3.4	4.2	17.6	261
UNIT 2	13.7	56.6	8.0	2.8	1.5	1.1	16.3	461
UNIT 3	6.5	47.7	13.0	4.1	3.5	3.3	21.9	859
UNIT 4	6.2	46.1	16.3	6.5	3.9	3.6	17.4	386
UNIT 5	25.0	46.9	10.9	4.7	0.0	1.6	10.9	64
TOTAL	186	1003	253	86	61	59	383	2031
% of TOTAL	9.2	49.4	12.5	4.2	3.0	2.9	18.9	100.0

QUESTION 34: HOW SATISFIED ARE YOU WITH THE ACCESSIBILITY OF SCHOOL BOARD STAFF?

Approximately 65% of the respondents indicated they were satisfied with the accessibility of school board meeting while 12% indicated dissatisfaction. (A high percentage of "don't knows" was expressed by parents, non-parents, and students.) The most satisfied were present and past trustees (88%-89%) and teachers (83%) while students and parents indicated the highest degree of dissatisfaction. In general, respondents in Unit 5 were the most satisfied.

Individuals were pleased with the accessibility of the Board staff, although they felt that in some Units "the administration tended to be too top heavy and that fewer positions at the board level would create more teaching positions".

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	6.6	38.8	14.5	5.3	3.8	3.1	27.9	1250
NON-PARENTS	5.7	43.4	17.0	1.9	0.0	1.9	30.2	53
STUDENTS	1.7	30.7	15.1	9.7	3.8	5.0	34.0	238
TEACHERS	12.1	53.0	19.7	5.2	3.6	2.1	4.2	330
PRESENT TRUSTEES	31.7	49.2	7.9	1.6	3.2	0.0	6.3	63
PAST TRUSTEES	23.9	52.2	11.9	0.0	3.0	3.0	6.0	67
BOARD STAFF	36.7	50.0	6.7	0.0	0.0	0.0	6.7	30
TOTAL	176	837	306	100	73	61	470	2031
% of TOTAL	8.7	41.2	15.1	5.3	3.6	3.0	23.1	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	8.0	45.6	15.7	5.0	2.7	2.3	20.7	261
UNIT 2	12.1	45.6	12.6	3.5	3.3	1.1	21.9	461
UNIT 3	7.3	37.5	15.8	5.8	3.6	4.0	26.0	859
UNIT 4	7.8	40.2	15.5	7.0	4.7	4.1	20.7	386
UNIT 5	9.4	48.4	17.2	3.1	3.1	0.0	18.8	64
TOTAL	176	837	306	108	73	61	470	2031
% of TOTAL	8.7	41.2	15.1	5.3	3.6	3.0	23.1	100.0

QUESTION 35: HOW SATISFIED ARE YOU WITH THE QUALITY OF SERVICE FROM SCHOOL BOARD STAFF?

Approximately 65% of the respondents indicated they were satisfied with the quality of service from the Board staff while 13% indicated dissatisfaction. (A large percentage of parents, non-parents, and students answered "don't know.") While Board staff expressed the highest level of satisfaction, the highest level of dissatisfaction was expressed among students especially in Unit 4 (25%) and teachers in Unit 5 (33%). In general, respondents in Unit 5 were the most satisfied.

Teachers who commented were generally pleased with the assistance provided by Board staff, although the role and function of Board staff needed to be more clearly articulated to teachers and principals.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	6.6	37.4	15.4	5.9	3.2	3.8	27.7	1250
NON-PARENTS	3.8	43.4	18.9	0.0	1.9	1.9	30.2	53
STUDENTS	7.1	28.2	16.4	8.0	4.2	2.9	33.2	238
TEACHERS	10.6	51.8	20.6	7.3	3.9	2.1	3.6	330
PRESENT TRUSTEES	20.6	52.4	12.7	1.6	4.8	1.6	6.3	63
PAST TRUSTEES	16.4	46.3	16.4	3.0	6.0	4.5	7.5	67
BOARD STAFF	26.7	60.0	6.7	0.0	0.0	0.0	6.7	30
TOTAL	168	811	331	120	71	66	464	2031
% of TOTAL	8.3	39.9	16.3	5.9	3.5	3.2	22.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	9.2	42.1	17.2	5.7	2.3	1.9	21.5	261
UNIT 2	10.6	45.3	13.4	3.7	2.6	2.0	22.3	461
UNIT 3	7.1	36.3	16.2	6.6	4.3	4.1	25.4	859
UNIT 4	7.3	38.6	18.9	7.5	3.9	4.1	19.7	386
UNIT 5	9.4	48.4	18.8	3.1	1.6	1.6	17.2	64
TOTAL	168	811	331	120	71	66	464	2031
% of TOTAL	8.3	39.9	16.3	5.9	3.5	3.2	22.8	100.0

QUESTION 36: **HOW SATISFIED ARE YOU WITH THE MANNER IN WHICH THE SCHOOL BOARD OPERATES THE UNIT IN GENERAL?**

Sixty-eight per cent of the respondents indicated they were satisfied with the manner in which the School Board operates their Unit while 16% indicated dissatisfaction. (A high percentage of parents, non-parents, and students answered "don't know" to this question.) The most satisfied were Board staff and present trustees. Dissatisfaction was indicated by more than 15% of past trustees, teachers, students, and parents, especially in Unit 4 where the average level of dissatisfaction among these categories was 33%. In general, respondents in Units 1 and 2 were the most satisfied while respondents in Unit 4 were the most dissatisfied.

PROVINCIAL

SUMMARIES

By

Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	6.0	41.8	17.4	9.0	3.8	3.9	18.1	1250
NON-PARENTS	9.4	45.3	5.7	5.7	1.9	3.8	28.3	53
STUDENTS	6.3	39.5	18.1	6.3	6.3	4.2	19.3	238
TEACHERS	11.8	50.3	17.0	8.8	6.7	2.7	2.7	330
PRESENT TRUSTEES	20.6	47.6	12.7	3.2	3.2	0.0	12.7	63
PAST TRUSTEES	13.4	44.8	16.4	10.4	4.5	4.5	6.0	67
BOARD STAFF	23.3	53.3	13.3	0.0	3.3	0.0	6.7	30
TOTAL	163	883	342	168	92	73	310	2031
% of TOTAL	8.0	43.5	16.8	8.3	4.5	3.6	15.3	100.0

By

Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	11.1	49.0	16.1	6.5	3.4	1.9	11.9	261
UNIT 2	11.7	48.8	14.8	6.5	2.2	1.1	15.0	461
UNIT 3	6.4	43.2	17.3	7.7	4.7	3.7	17.0	859
UNIT 4	5.7	33.4	18.9	12.7	8.3	7.5	13.5	386
UNIT 5	4.7	46.9	15.6	9.4	1.6	3.1	18.8	64
TOTAL	163	883	342	168	92	73	310	2031
% of TOTAL	8.0	43.5	16.8	8.3	4.5	3.6	15.3	100.0

QUESTION 37: HOW SATISFIED ARE YOU WITH THE NUMBER OF SCHOOL BOARDS?

Eighty-two per cent of the respondents stated the number of school boards is "just right" while 5% indicated "too many" and 13% indicated "not enough". Approximately 28% of Unit 4 respondents indicated "not enough". Both past trustees (17%) and non-parents (16%) indicated consistently across the Island that there were "not enough school boards".

PROVINCIAL SUMMARIES

By Category

	TOO MUCH	NOT ENOUGH	JUST RIGHT	TOTAL NO. OF RESPONSES
PARENTS	4.0	14.5	81.5	1250
NON-PARENTS	4.0	16.3	79.7	53
STUDENTS	4.6	12.2	83.2	238
TEACHERS	5.1	13.1	81.8	330
PRESENT TRUSTEES	7.8	10.2	82.0	63
PAST TRUSTEES	5.7	17.4	76.9	67
BOARD STAFF	2.5	5.1	92.4	30
TOTAL	98	264	1669	2031
% of TOTAL	4.8	13.0	82.2	100.0

By Unit

	TOO MUCH	NOT ENOUGH	JUST RIGHT	TOTAL NO. OF RESPONSES
UNIT 1	2.5	11.9	85.6	261
UNIT 2	5.5	6.8	87.7	461
UNIT 3	5.8	11.9	82.3	859
UNIT 4	6.2	28.1	65.7	386
UNIT 5	4.1	6.0	89.9	64
TOTAL	98	264	1669	2031
% of TOTAL	4.8	13.0	82.2	100.0

QUESTION 38: HOW SATISFIED ARE YOU WITH THE NUMBER OF TRUSTEES IN EACH UNIT?

Seventy-five per cent of the respondents indicated that the number of trustees in each Unit was "just right" while 12% indicated "not enough" and 13% indicated "not many". Thirty-six per cent of respondents in Unit 5 indicated there were "too many trustees" in their Unit - 46% of the present trustees indicated there were "too many". Twenty-five per cent of the respondents in Unit 4 indicated there were "not enough" trustees. In both of those cases the most frequent reason given was because of the geographical size of the Units. In Unit 4 this matter is of particular concern to 50% of the past trustees and 28% of the parents.

PROVINCIAL SUMMARIES

By Category

	TOO MANY	NOT ENOUGH	JUST RIGHT	TOTAL NO. OF RESPONSES
PARENTS	4.7	16.6	78.7	1250
NON-PARENTS	9.4	13.2	77.4	53
STUDENTS	5.5	19.3	75.2	238
TEACHERS	5.8	10.6	83.6	330
PRESENT TRUSTEES	15.8	3.2	81.0	63
PAST TRUSTEES	11.7	18.4	69.9	67
BOARD STAFF	20.0	3.3	76.7	30
TOTAL	262	244	1525	2031
% of TOTAL	12.9	12.0	75.1	100.0

By Unit

	TOO MANY	NOT ENOUGH	JUST RIGHT	TOTAL NO. OF RESPONSES
UNIT 1	1.9	13.3	84.8	261
UNIT 2	6.6	6.1	87.3	461
UNIT 3	14.2	9.3	76.5	859
UNIT 4	5.9	25.8	68.3	386
UNIT 5	35.7	5.8	58.5	64
TOTAL	262	244	1525	2031
% of TOTAL	12.9	12.0	75.1	100.0

QUESTION 39: **HOW SATISFIED ARE YOU WITH THE TERM OF OFFICE FOR TRUSTEES?**

Approximately 69% of the respondents indicated the term of office for trustees was "just right"; 29% felt the term was "too long" while 3% said it was "too short". Both past trustees and present trustees (37%) stated the term of office was too long. Those who were the most pleased with the present term were parents, non-parents, and teachers (77%).

Those who commented suggested the term of office should be shortened to three years, and the elections be held each year for one-third of trustees or every three years for all trustees. Individuals felt that superintendents should also be appointed for a specific term of office.

PROVINCIAL SUMMARIES

By Category

	TOO LONG	TOO SHORT	JUST RIGHT	TOTAL NO. OF RESPONSES
PARENTS	19.5	3.0	77.5	1250
NON-PARENTS	15.1	7.5	77.4	53
STUDENTS	21.4	5.5	73.1	238
TEACHERS	20.9	1.8	77.3	330
PRESENT TRUSTEES	36.5	3.2	60.3	63
PAST TRUSTEES	52.2	0.0	47.8	67
BOARD STAFF	30.0	0.0	70.0	30
TOTAL	567	61	1403	2031
% of TOTAL	27.9	3.0	69.1	100.0

By Unit

	TOO LONG	TOO SHORT	JUST RIGHT	TOTAL NO. OF RESPONSES
UNIT 1	14.9	4.2	80.9	261
UNIT 2	32.9	2.4	64.7	461
UNIT 3	27.8	2.7	69.5	859
UNIT 4	31.5	3.8	64.7	386
UNIT 5	28.3	1.6	70.1	64
TOTAL	567	61	1403	2031
% of TOTAL	27.9	3.0	69.1	100.0

QUESTION 40: **A) PLEASE INDICATE YOUR VOTING PRACTICES IN SCHOOL BOARD ELECTIONS**

Approximately 46% of the respondents indicated they "never voted". In particular, 57% of parents (especially in Units 1 and 2) indicated that they "seldom" or "never" voted compared with 30% of non-parents (especially Units 1 and 3). Respondents in Unit 5 expressed the highest frequency of "always, frequently, and occasionally" voting in elections.

PROVINCIAL SUMMARIES

By Category

	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
PARENTS	21.3	9.5	12.2	9.7	47.4	1250
NON-PARENTS	22.6	5.7	11.3	17.0	43.4	53
STUDENTS	2.1	1.3	4.2	5.5	87.0	238
TEACHERS	38.2	14.5	14.8	6.1	26.4	330
PRESENT TRUSTEES	61.9	12.7	9.5	3.2	12.7	63
PAST TRUSTEES	80.6	11.9	4.5	0.0	3.0	67
BOARD STAFF	50.0	10.0	16.7	0.0	23.3	30
TOTAL	517	192	231	165	926	2031
% of TOTAL	25.5	9.5	11.4	8.1	45.6	100.0

By Unit

	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER	TOTAL # OF RESPONSES
UNIT 1	32.1	7.8	19.0	3.1	38.0	261
UNIT 2	32.0	8.0	10.8	6.3	42.9	461
UNIT 3	41.5	14.4	9.6	5.7	28.8	859
UNIT 4	47.4	6.0	8.7	6.6	31.3	386
UNIT 5	60.3	6.1	13.1	3.0	17.5	64
TOTAL	517	192	231	165	926	2031
% of TOTAL	25.5	9.5	11.4	8.1	45.6	100.0

QUESTION 40: **B) PLEASE EXPLAIN YOUR REASON FOR NOT VOTING IN SCHOOL ELECTIONS**

The following statements are ranked in order with the most frequent reason for not voting presented as number 1.

1. not aware of an election
2. not eligible to vote
3. not interested
4. did not know I was eligible to vote
5. did not know the candidate
6. candidate was selected by acclamation
7. did not know which zone to vote in
8. candidate was appointed by Minister

It is important to note that a large number of students were not eligible to vote. The most frequent reason for parents, non-parents, and past trustees was because they were not aware of an election. Approximately 29% of the board staff stated they were "not interested".

PROVINCIAL SUMMARIES

By Category

	PARENTS	NON-PARENT	STUDENTS	TEACHERS	PRESENT TRUSTEE	PAST TRUSTEE	BOARD STAFF	TOTAL # OF RESPONSES	% OF TOTAL
I WAS NOT AWARE OF AN ELECTION	35.6	34.5	24.1	17.1	26.0	75.0	14.3	342	31.1
I DID NOT KNOW THE CANDIDATES	14.8	10.3	0.9	14.5	0.0	25.0	14.3	128	11.6
I DID NOT KNOW WHICH ZONE TO VOTE	3.0	0.0	0.4	3.4	6.7	0.0	0.0	27	2.5
I DID NOT KNOW I WAS ELIGIBLE TO VOTE	15.3	10.3	13.4	9.4	0.0	0.0	14.3	153	13.9
CANDIDATE WAS SELECTED BY ACCLAMATION	8.5	6.9	0.0	24.8	46.6	0.0	14.3	99	9.0
CANDIDATE WAS APPOINTED BY THE MINISTER	0.6	0.0	0.0	2.6	6.7	0.0	0.0	9	0.1
I WAS NOT INTERESTED	17.3	31.1	6.3	14.5	6.7	0.0	28.5	164	14.9
NOT ELIGIBLE TO VOTE	4.9	6.9	54.9	13.7	6.7	0.0	14.3	177	16.1
TOTAL	703	29	224	117	15	4	7	1099	100.0

By Unit

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	TOTAL # OF RESPONSES	% OF TOTAL
I WAS NOT AWARE OF AN ELECTION	33.8	30.0	17.9	46.2	40.6	342	31.1
I DID NOT KNOW THE CANDIDATES	3.4	7.2	35.1	4.1	3.1	128	11.6
I DID NOT KNOW WHICH ZONE TO VOTE	0.4	4.4	1.3	0.5	0.0	27	2.5
I DID NOT KNOW I WAS ELIGIBLE TO VOTE	14.8	6.5	6.8	6.6	3.1	153	13.9
CANDIDATE WAS SELECTED BY ACCLAMATION	11.9	14.7	17.0	2.5	3.1	95	9.0
CANDIDATE WAS APPOINTED BY THE MINISTER	3.4	0.0	0.7	0.9	0.0	8	0.7
I WAS NOT INTERESTED	18.1	16.6	12.1	6.7	3.1	164	14.9
NOT ELIGIBLE TO VOTE	14.5	20.6	9.2	10.2	46.9	178	16.2
TOTAL	162	267	448	204	18	1099	100.0

THE DEPARTMENT OF EDUCATION

QUESTION 41: **HOW SATISFIED ARE YOU WITH THE OVERALL LEADERSHIP AND DIRECTION PROVIDED BY THE DEPARTMENT?**

Approximately 71% of the respondents indicated they were satisfied with the overall leadership and direction provided by the Department of Education in the operation of Island schools while 17% indicated dissatisfaction. (A number of parents, non-parents, and students stated "don't know" to this question.) The most satisfied were present trustees while 31% of Board staff, particularly in Units 2 and 3, and 30% of teachers were the most dissatisfied. Unit 5 expressed the highest level of satisfaction while respondents in Unit 4 indicated the lowest level.

Individuals who commented expressed the need for more standardization in the curriculum and more Board-based curriculum staff. Many suggested that the Department should clearly outline the responsibilities of the School Boards, the school principals and Department staff to help everyone understand the system better and to know who has the authority to make decisions.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	5.1	49.0	18.1	6.4	4.2	2.8	14.3	1250
NON-PARENTS	9.4	47.2	15.1	7.5	1.9	1.9	17.0	53
STUDENTS	6.3	49.2	16.4	5.0	2.5	1.3	19.3	238
TEACHERS	5.2	37.6	21.5	15.2	9.1	6.1	5.5	330
PRESENT TRUSTEES	3.2	39.7	33.3	15.9	1.6	1.6	4.8	63
PAST TRUSTEES	1.5	46.3	17.9	11.9	7.5	6.0	9.0	67
BOARD STAFF	10.0	30.0	20.0	23.3	10.0	6.7	0.0	30
TOTAL	107	944	383	171	99	66	261	2031
% of TOTAL	5.3	46.5	18.9	8.4	4.9	3.2	12.9	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	3.8	50.6	18.0	6.5	1.9	3.1	16.1	261
UNIT 2	5.6	48.8	17.4	7.4	4.6	2.0	14.3	461
UNIT 3	5.4	45.2	19.0	9.3	6.2	3.1	11.9	859
UNIT 4	4.9	42.2	21.8	8.8	4.9	5.7	11.7	386
UNIT 5	9.4	56.3	14.1	9.4	1.6	0.0	9.4	64
TOTAL	107	944	383	171	99	66	261	2031
% of TOTAL	5.3	46.5	18.9	8.4	4.9	3.2	12.9	100.0

QUESTION 42: **HOW SATISFIED ARE YOU WITH THE LEVEL OF FUNDING PROVIDED FOR...?**

A) Academic Supplies

Sixty-four per cent of respondents indicated they were satisfied with the level of funding presently provided for academic supplies while 26% indicated dissatisfaction. Non-parents, parents, and present trustees expressed satisfaction on average 69% of the time, dissatisfaction was expressed by Board staff and teachers. Units 1 and 5 were the most satisfied while the respondents in Unit 4 were most dissatisfied.

Individuals expressed concern over the shortage of funds available for paper, textbooks and other instructional material. In some schools, teachers were told not to give multiple choice questions because "it would use too much paper". Some schools wanted to have "fund raising drives to get money for paper" but were refused permission by the Board.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	7.8	44.2	15.4	8.7	6.8	4.5	12.5	1250
NON-PARENTS	5.7	39.6	24.5	0.0	5.7	1.9	22.6	53
STUDENTS	11.3	36.1	17.2	12.2	10.1	6.3	6.7	238
TEACHERS	4.5	25.8	18.8	17.3	16.4	14.8	2.4	330
PRESENT TRUSTEES	3.2	47.6	17.5	15.9	6.3	6.3	3.2	63
PAST TRUSTEES	0.0	41.8	20.9	11.9	10.4	4.5	10.4	67
BOARD STAFF	0.0	13.3	20.0	23.3	26.7	13.3	3.3	30
TOTAL	145	807	340	220	185	132	202	2031
% of TOTAL	7.1	39.7	16.7	10.8	9.1	6.5	9.9	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	11.9	44.4	15.3	8.8	6.5	2.3	10.7	261
UNIT 2	7.4	44.5	15.2	10.0	6.7	5.0	11.3	461
UNIT 3	6.9	38.1	16.9	10.8	10.5	7.3	9.5	859
UNIT 4	2.6	35.2	19.2	13.5	11.1	9.6	8.8	386
UNIT 5	17.2	35.9	17.2	9.4	6.3	4.7	9.4	64
TOTAL	145	807	340	220	185	132	202	2031
% of TOTAL	7.1	39.7	16.7	10.8	9.1	6.5	9.9	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	11.5	44.6	16.9	7.4	2.7	1.4	15.5
UNIT 2	7.2	49.8	11.1	8.6	5.4	3.2	14.7
UNIT 3	7.8	43.0	16.0	8.8	7.6	4.8	12.0
UNIT 4	3.9	41.7	18.0	9.6	9.6	7.5	9.6
UNIT 5	28.6	32.1	17.9	7.1	3.6	3.6	7.1
TOTAL NO. OF RESPONSES	98.	553.	193.	109.	85.	56.	156.
% OF TOTAL	7.8	44.2	15.4	8.7	6.8	4.5	12.5

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	25.0	50.0	0.0	0.0	0.0	0.0
UNIT 2	5.9	47.1	17.6	0.0	5.9	5.9	17.6
UNIT 3	0.0	50.0	31.3	0.0	6.3	0.0	12.5
UNIT 4	7.7	15.4	23.1	0.0	7.7	0.0	46.2
UNIT 5	0.0	66.7	0.0	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	3.	21.	13.	0.	3.	1.	12.
% OF TOTAL	5.7	39.6	24.5	0.0	5.7	1.9	22.6

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	20.0	45.7	11.4	5.7	8.6	2.9	5.7
UNIT 2	17.8	42.2	17.8	6.7	8.9	2.2	4.4
UNIT 3	10.0	34.0	17.0	10.0	14.0	7.0	8.0
UNIT 4	0.0	27.1	22.9	27.1	4.2	12.5	6.3
UNIT 5	20.0	40.0	10.0	10.0	10.0	0.0	10.0
TOTAL NO. OF RESPONSES	27.	86.	41.	29.	24.	15.	16.
% OF TOTAL	11.3	36.1	17.2	12.2	10.1	6.3	6.7

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	9.8	45.1	13.7	9.8	11.8	5.9	3.9
UNIT 2	5.6	19.7	25.4	18.3	11.3	16.9	2.8
UNIT 3	3.6	24.8	18.2	19.7	16.8	14.6	2.2
UNIT 4	0.0	20.0	18.5	18.5	23.1	18.5	1.5
UNIT 5	16.7	16.7	0.0	0.0	33.3	33.3	0.0
TOTAL NO. OF RESPONSES	15.	85.	62.	57.	54.	49.	8.
% OF TOTAL	4.5	25.8	18.8	17.3	16.4	14.8	2.4

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	7.7	53.8	15.4	15.4	7.7	0.0	0.0
UNIT 2	6.7	53.3	20.0	13.3	0.0	0.0	6.7
UNIT 3	0.0	27.3	0.0	18.2	18.2	36.4	0.0
UNIT 4	0.0	63.6	18.2	9.1	9.1	0.0	0.0
UNIT 5	0.0	38.5	30.8	23.1	0.0	0.0	7.7
TOTAL NO. OF RESPONSES	2.	30.	11.	10.	4.	4.	2.
% OF TOTAL	3.2	47.6	17.5	15.9	6.3	6.3	3.2

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	0.0	0.0	40.0	0.0	20.0
UNIT 2	0.0	61.5	19.2	7.7	3.8	0.0	7.7
UNIT 3	0.0	21.1	26.3	15.8	21.1	10.5	5.3
UNIT 4	0.0	35.7	21.4	21.4	0.0	7.1	14.3
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	0.	28.	14.	8.	7.	3.	7.
% OF TOTAL	0.0	41.8	20.9	11.9	10.4	4.5	10.4

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	20.0	0.0	60.0	20.0	0.0	0.0
UNIT 2	0.0	12.5	25.0	25.0	25.0	0.0	12.5
UNIT 3	0.0	0.0	22.2	11.1	33.3	33.3	0.0
UNIT 4	0.0	14.3	28.6	14.3	28.6	14.3	0.0
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	0.	4.	6.	7.	8.	4.	1.
% OF TOTAL	0.0	13.3	20.0	23.3	26.7	13.3	3.3

QUESTION 42: B) Improved Buildings and Physical Resources

Approximately 70% of the respondents indicated they were satisfied with the present level of funding for improved buildings and physical resources while 20% expressed dissatisfaction. Over 70% of parents, students, and past trustees were satisfied. The most dissatisfied were Board staff (37%) especially in Unit 3, teachers (33%) and present trustees (29%). In general, respondents in Unit 5 were the most satisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	9.2	48.0	14.5	8.0	4.9	3.7	11.8	1250
NON-PARENTS	9.4	45.3	13.2	3.8	0.0	1.9	26.4	53
STUDENTS	12.6	40.8	16.8	8.4	7.1	5.9	8.4	238
TEACHERS	6.4	33.6	22.4	13.6	13.3	6.4	4.2	330
PRESENT TRUSTEES	6.3	39.7	20.6	15.9	6.3	6.3	4.8	63
PAST TRUSTEES	1.5	37.3	31.3	10.4	10.4	1.5	7.5	67
BOARD STAFF	0.0	33.3	23.3	20.0	10.0	6.7	6.7	30
TOTAL	176	892	343	190	136	89	205	2031
% of TOTAL	8.7	43.9	16.9	9.4	6.7	4.4	10.1	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	13.0	52.1	14.2	5.7	3.1	1.9	10.0	261
UNIT 2	8.5	45.1	13.4	11.3	6.1	4.8	10.8	461
UNIT 3	8.0	41.6	17.2	9.7	8.6	5.0	9.9	859
UNIT 4	6.7	41.5	21.8	9.3	6.2	4.7	9.8	386
UNIT 5	12.5	48.4	18.8	6.3	3.1	1.6	9.4	64
TOTAL	176	892	343	190	136	89	205	2031
% of TOTAL	8.7	43.9	16.9	9.4	6.7	4.4	10.1	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	10.8	55.4	11.5	4.7	1.4	1.4	14.9
UNIT 2	9.7	47.7	11.8	9.3	4.3	3.9	13.3
UNIT 3	9.2	46.4	14.3	8.8	6.2	4.2	10.9
UNIT 4	5.3	48.2	20.6	6.6	4.8	3.9	10.5
UNIT 5	28.6	42.9	10.7	7.1	3.6	0.0	7.1
TOTAL NO. OF RESPONSES	115	600	181	100	61	46	147
% OF TOTAL	9.2	48.0	14.5	8.0	4.9	3.7	11.8

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	25.0	50.0	0.0	0.0	0.0	0.0
UNIT 2	5.9	58.8	5.9	5.9	0.0	0.0	23.5
UNIT 3	6.3	56.3	12.5	0.0	0.0	0.0	25.0
UNIT 4	15.4	23.1	7.7	7.7	0.0	7.7	38.5
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	5	24	7	2	0	1	14
% OF TOTAL	9.4	45.3	13.2	3.8	0.0	1.9	26.4

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	17.1	57.1	14.3	0.0	5.7	2.9	2.9
UNIT 2	13.3	46.7	8.9	8.9	8.9	4.4	8.9
UNIT 3	10.0	33.0	24.0	7.0	8.0	7.0	11.0
UNIT 4	16.7	31.3	12.5	18.8	6.3	8.3	6.3
UNIT 5	0.0	80.0	10.0	0.0	0.0	0.0	10.0
TOTAL NO. OF RESPONSES	30	97	40	20	17	14	20
% OF TOTAL	12.6	40.8	16.8	8.4	7.1	5.9	8.4

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	15.7	43.1	17.6	7.8	5.9	3.9	5.9
UNIT 2	7.0	32.4	18.3	15.5	11.3	11.3	4.2
UNIT 3	3.6	33.6	22.6	14.6	16.1	5.1	4.4
UNIT 4	4.6	24.6	32.3	15.4	15.4	4.6	3.1
UNIT 5	0.0	66.7	0.0	0.0	16.7	16.7	0.0
TOTAL NO. OF RESPONSES	21	111	74	45	44	21	14
% OF TOTAL	6.4	33.6	22.4	13.6	13.3	6.4	4.2

Present

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	23.1	53.8	15.4	7.7	0.0	0.0	0.0
UNIT 2	0.0	20.0	20.0	40.0	13.3	0.0	6.7
UNIT 3	0.0	9.1	18.2	9.1	18.2	36.4	9.1
UNIT 4	9.1	81.8	9.1	0.0	0.0	0.0	0.0
UNIT 5	0.0	38.5	38.5	15.4	0.0	0.0	7.7
TOTAL NO. OF RESPONSES	4	25	13	10	4	4	3
% OF TOTAL	6.3	39.7	20.6	15.9	6.3	6.3	4.8

Past

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	20.0	20.0	40.0	20.0	0.0	0.0
UNIT 2	0.0	53.8	26.9	11.5	7.7	0.0	0.0
UNIT 3	5.3	26.3	36.8	5.3	21.1	5.3	0.0
UNIT 4	0.0	28.6	35.7	7.1	0.0	0.0	28.6
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	1	25	21	7	7	1	5
% OF TOTAL	1.5	37.3	31.3	10.4	10.4	1.5	7.5

Board

Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	60.0	20.0	20.0	0.0	0.0	0.0
UNIT 2	0.0	50.0	12.5	12.5	0.0	12.5	12.5
UNIT 3	0.0	0.0	11.1	44.4	33.3	0.0	11.1
UNIT 4	0.0	42.9	42.9	0.0	0.0	14.3	0.0
UNIT 5	0.0	0.0	100.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	0	10	7	6	3	2	2
% OF TOTAL	0.0	33.3	23.3	20.0	10.0	6.7	6.7

QUESTION 42: C) Teaching Personnel

Fifty-six per cent of the respondents indicated they were satisfied with the present level of funding provided for teaching personnel while 35% indicated dissatisfaction. The most satisfied were students and parents. Dissatisfaction was expressed by teachers (67%), present trustees (48%), Board staff (47%), and past trustees (42%). In Unit 5, every teacher expressed dissatisfaction as well as 77% of present trustees. The highest degree of satisfaction was expressed by Unit 1 whereas Units 3 and 4 indicated the highest level of dissatisfaction.

The shortage of funds for additional teaching personnel such as remedial specialists, guidance counsellors, consultants, tutors, special education teachers and speech therapists was mentioned frequently.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	5.8	37.0	18.2	11.4	11.0	6.3	10.2	1250
NON-PARENTS	3.8	34.0	20.8	7.5	3.8	5.7	24.5	53
STUDENTS	10.9	42.0	17.2	12.6	5.5	4.6	7.1	238
TEACHERS	1.2	13.3	16.7	24.5	23.3	18.8	2.1	330
PRESENT TRUSTEES	3.2	20.6	17.5	25.4	17.5	4.8	11.1	63
PAST TRUSTEES	3.0	26.9	19.4	14.9	22.4	4.5	9.0	67
BOARD STAFF	0.0	23.3	30.0	23.3	16.7	6.7	0.0	30
TOTAL	109	662	368	291	260	163	178	2031
% of TOTAL	5.4	32.6	18.1	14.3	12.8	8.0	8.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	5.0	40.6	15.7	15.3	8.8	6.5	8.0	261
UNIT 2	7.2	32.5	18.0	13.4	12.6	7.6	8.7	461
UNIT 3	4.9	30.4	19.1	15.7	13.9	7.1	9.0	859
UNIT 4	3.9	31.6	18.4	11.9	13.7	11.1	9.3	386
UNIT 5	9.4	35.9	14.1	12.5	10.9	10.9	6.3	64
TOTAL	109	662	368	291	260	163	178	2031
% of TOTAL	5.4	32.6	18.1	14.3	12.8	8.0	8.8	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	4.7	42.6	16.2	12.8	7.4	4.7	11.5
UNIT 2	8.2	39.1	17.9	9.0	8.6	6.1	11.1
UNIT 3	5.1	34.2	19.4	12.3	13.1	5.8	10.1
UNIT 4	4.4	35.5	18.4	11.8	11.4	8.8	9.6
UNIT 5	14.3	53.6	7.1	7.1	7.1	7.1	3.6
TOTAL NO. OF RESPONSES	73.	462.	228.	143.	137.	79.	128.
% OF TOTAL	5.8	37.0	18.2	11.4	11.0	6.3	10.2

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	50.0	25.0	25.0	0.0	0.0	0.0
UNIT 2	5.9	41.2	11.8	11.8	5.0	0.0	23.5
UNIT 3	0.0	37.5	31.3	6.3	0.0	6.3	18.8
UNIT 4	7.7	7.7	23.1	0.0	7.7	15.4	38.5
UNIT 5	0.0	66.7	0.0	0.0	0.0	0.	33.3
TOTAL NO. OF RESPONSES	2.	18.	11.	4.	2.	3.	13.
% OF TOTAL	3.8	34.0	20.8	7.5	3.8	5.7	24.5

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	8.6	62.9	8.6	5.7	2.9	8.6	2.9
UNIT 2	13.3	44.4	20.0	11.1	6.7	0.0	4.4
UNIT 3	11.0	34.0	17.0	16.0	6.0	6.0	10.0
UNIT 4	8.3	39.6	20.8	14.6	6.3	4.2	6.3
UNIT 5	20.0	50.0	20.0	0.0	0.0	0.0	10.0
TOTAL NO. OF RESPONSES	26.	100.	41.	30.	13.	11.	17.
% OF TOTAL	10.9	42.0	17.2	12.6	5.5	4.6	7.1

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.0	19.6	19.6	29.4	15.7	11.8	2.0
UNIT 2	1.4	11.3	15.5	21.1	29.6	19.7	1.4
UNIT 3	1.5	12.4	19.0	29.9	19.7	14.6	2.9
UNIT 4	0.0	13.8	12.3	13.8	32.3	26.2	1.5
UNIT 5	0.0	0.0	0.0	16.7	0.0	83.3	0.0
TOTAL NO. OF RESPONSES	4.	44.	55.	81.	77.	62.	7.
% OF TOTAL	1.2	13.3	16.7	24.5	23.3	18.8	2.1

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	15.4	38.5	23.1	0.0	15.4	0.0	7.7
UNIT 2	0.0	0.0	26.7	46.7	6.7	6.7	13.3
UNIT 3	0.0	18.2	9.1	18.2	27.3	9.1	18.2
UNIT 4	0.0	54.5	9.1	18.2	0.0	9.1	9.1
UNIT 5	0.0	0.0	15.4	38.5	38.5	0.0	7.7
TOTAL NO. OF RESPONSES	2.	13.	11.	16.	11.	3.	7.
% OF TOTAL	3.2	20.6	17.5	25.4	17.5	4.8	11.1

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	20.0	0.0	20.0	20.0	20.0	20.0
UNIT 2	7.7	23.1	19.2	19.2	26.9	3.8	0.0
UNIT 3	0.0	42.1	10.5	15.8	26.3	0.0	5.3
UNIT 4	0.0	21.4	21.4	7.1	14.3	7.1	28.6
UNIT 5	0.0	0.0	100.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	2.	18.	13.	10.	15.	3.	6.
% OF TOTAL	3.0	26.9	19.4	14.9	22.4	4.5	9.0

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	60.0	0.0	40.0	0.0	0.0	0.0
UNIT 2	0.0	0.0	25.0	37.5	12.5	25.0	0.0
UNIT 3	0.0	0.0	33.3	22.2	44.4	0.0	0.0
UNIT 4	0.0	42.9	57.1	0.0	0.0	0.0	0.0
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	0.	7.	9.	7.	5.	2.	0.
% OF TOTAL	0.0	23.3	30.0	23.3	16.7	6.7	0.0

QUESTION 42: **D) Non-Teaching Personnel**

Seventy-seven per cent of the respondents expressed satisfaction with the level of funding provided for non-teaching personnel while 10% indicated dissatisfaction. The most satisfied were present trustees and students. Approximately 20% of all Board staff (especially in Unit 1) and teachers (especially in Unit 3) expressed dissatisfaction. The most satisfied were respondents in Unit 5 (92%). Unit 3 indicated the lowest degree of satisfaction (72%).

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	9.2	56.1	11.8	4.2	1.6	1.5	15.6	1250
NON-PARENTS	7.5	50.9	9.4	1.9	0.0	1.9	28.3	53
STUDENTS	17.6	49.6	14.7	6.7	1.3	2.5	7.6	238
TEACHERS	6.1	47.9	21.2	11.8	5.5	2.4	5.2	330
PRESENT TRUSTEES	7.9	57.1	17.5	6.3	4.8	1.6	4.8	63
PAST TRUSTEES	9.0	52.2	13.4	4.5	3.0	1.5	16.4	67
BOARD STAFF	3.3	50.0	23.3	13.3	6.7	0.0	3.3	30
TOTAL	193	1090	285	120	48	36	259	2031
% of TOTAL	9.5	53.7	14.0	5.9	2.4	1.8	12.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	12.6	54.4	14.2	4.2	1.9	3.1	9.6	261
UNIT 2	10.4	55.3	14.1	4.8	2.2	0.2	13.0	461
UNIT 3	8.3	49.4	14.6	8.5	2.4	1.9	15.0	859
UNIT 4	8.5	58.3	13.2	3.4	3.1	2.6	10.9	386
UNIT 5	12.5	68.8	10.9	1.6	0.0	1.6	4.7	64
TOTAL	193	1090	285	120	48	36	259	2031
% of TOTAL	9.5	53.7	14.0	5.9	2.4	1.8	12.8	100.0

QUESTION 43: HOW SATISFIED ARE YOU WITH PLANNING FOR FUTURE NEEDS IN EDUCATION?

Fifty-nine per cent of the respondents expressed satisfaction with the Department's planning for future needs in education while 23% indicated dissatisfaction. (A high percentage of "don't knows" was recorded.) The most satisfied were students, non-parents, and past trustees. Board staff and teachers expressed a high level of dissatisfaction. Nineteen per cent of the parents expressed dissatisfaction. In general, respondents in Unit 5 were the most satisfied while Units 3 and 4 expressed the highest level of dissatisfaction.

Individuals commented that the "current restraint in education" prevents long-term planning. Many suggested education should be given greater priority with a larger percentage of the provincial budget allocated to it. Actual program costs, not student enrollments, should be the formula used to determine budgets.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	4.2	34.0	20.6	9.5	5.1	4.2	22.4	1250
NON-PARENTS	5.7	35.8	18.9	5.7	5.7	1.9	26.4	53
STUDENTS	7.6	37.4	25.2	7.6	5.0	5.5	11.8	238
TEACHERS	0.9	23.6	27.6	17.0	11.5	10.9	8.5	330
PRESENT TRUSTEES	1.6	25.4	33.3	14.3	9.5	4.8	11.1	63
PAST TRUSTEES	0.0	23.9	37.3	13.4	9.0	7.5	9.0	67
BOARD STAFF	3.3	13.3	13.3	20.0	40.0	6.7	3.3	30
TOTAL	78	647	468	220	141	113	364	2031
% of TOTAL	3.8	31.9	23.0	10.8	6.9	5.6	17.9	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	5.4	39.5	24.9	7.7	4.2	3.4	14.9	261
UNIT 2	3.9	31.9	23.2	11.1	7.2	3.0	19.7	461
UNIT 3	3.5	29.6	22.0	12.1	7.7	6.4	18.7	859
UNIT 4	2.8	30.3	23.8	10.9	7.5	8.0	16.6	386
UNIT 5	7.8	40.6	23.4	4.7	3.1	6.3	14.1	64
TOTAL	78	647	468	220	141	113	364	2031
% of TOTAL	3.8	31.9	23.0	10.8	6.9	5.6	17.9	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	5.4	39.2	22.3	8.8	4.1	0.7	19.6
UNIT 2	5.0	32.2	19.4	10.8	3.6	2.5	26.5
UNIT 3	3.7	33.2	19.4	10.6	6.2	4.9	22.0
UNIT 4	2.6	33.3	24.1	6.6	5.3	7.0	21.1
UNIT 5	10.7	46.4	17.9	3.6	3.6	3.6	14.3
TOTAL NO. OF RESPONSES	52	425	257	113	64	53	280
% OF TOTAL	4.2	34.0	20.6	9.5	5.1	4.2	22.4

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	75.0	25.0	0.0	0.0	0.0	0.0
UNIT 2	5.9	41.2	5.9	11.8	5.9	0.0	29.4
UNIT 3	12.5	31.3	25.0	0.0	6.3	0.0	25.0
UNIT 4	0.0	15.4	30.8	7.7	7.7	7.7	30.8
UNIT 5	0.0	66.7	0.0	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	3	19	10	3	3	1	14
% OF TOTAL	5.7	35.8	18.9	5.7	5.7	1.9	26.4

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	11.4	45.7	25.7	2.9	0.0	5.7	8.6
UNIT 2	6.7	51.1	22.2	6.7	2.2	2.2	8.9
UNIT 3	5.0	28.0	32.0	9.0	6.0	5.0	15.0
UNIT 4	8.3	35.4	16.7	10.4	10.4	8.3	10.4
UNIT 5	20.0	50.0	10.0	0.0	0.0	10.0	10.0
TOTAL NO. OF RESPONSES	18	89	60	18	12	13	28
% OF TOTAL	7.6	37.4	25.2	7.6	5.0	5.5	11.8

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.0	31.4	31.4	7.8	7.8	11.8	7.8
UNIT 2	0.0	22.5	31.0	12.7	18.3	5.6	9.9
UNIT 3	1.5	21.2	24.1	19.7	10.2	13.1	10.2
UNIT 4	0.0	23.1	26.2	24.6	10.8	10.3	4.6
UNIT 5	0.0	33.3	50.0	0.0	0.0	16.7	0.0
TOTAL NO. OF RESPONSES	3	78	91	56	38	36	28
% OF TOTAL	0.9	23.6	27.6	17.0	11.5	10.9	8.5

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	7.7	38.5	30.8	7.7	0.0	0.0	15.4
UNIT 2	0.0	26.7	33.3	20.0	20.0	0.0	0.0
UNIT 3	0.0	18.2	27.3	27.3	18.2	9.1	0.0
UNIT 4	0.0	18.2	36.4	18.2	0.0	9.1	18.2
UNIT 5	0.0	23.1	38.5	0.0	7.7	7.7	23.1
TOTAL NO. OF RESPONSES	1	16	21	9	6	3	7
% OF TOTAL	1.6	25.4	33.3	14.3	9.5	4.8	11.1

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	60.0	20.0	0.0	0.0	0.0	20.0
UNIT 2	0.0	26.9	53.8	11.5	3.8	3.8	0.0
UNIT 3	0.0	5.3	36.8	15.8	15.8	10.5	15.8
UNIT 4	0.0	28.6	14.3	14.3	14.3	14.3	14.3
UNIT 5	0.0	33.3	33.3	33.3	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	0	16	25	9	6	5	6
% OF TOTAL	0.0	23.9	37.3	13.4	9.0	7.5	9.0

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	20.0	20.0	20.0	0.0	0.0
UNIT 2	0.0	0.0	12.5	12.5	50.0	12.5	12.5
UNIT 3	0.0	11.1	0.0	22.2	55.6	11.1	0.0
UNIT 4	14.3	14.3	28.6	14.3	28.6	0.0	0.0
UNIT 5	0.0	0.0	0.0	100.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	1	4	4	6	12	2	1
% OF TOTAL	3.3	13.3	13.3	20.0	40.0	6.7	3.3

QUESTION 44: **HOW SATISFIED ARE YOU WITH THE DEPARTMENT'S ABILITY TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITY PROVINCE-WIDE?**

Approximately 64% of respondents indicated they were satisfied while 25% stated dissatisfaction. Past trustees and students indicated the highest level of satisfaction. Sixty-three per cent of parents were satisfied. The highest level of dissatisfaction was indicated by Board staff, teachers, and past trustees. In general, respondents in Unit 1 were the most satisfied compared with respondents in Unit 4 who expressed the highest level of dissatisfaction.

Respondents expressed dissatisfaction regarding the "inequality" of educational opportunity in Prince Edward Island. They felt the "shortage of funds" would not afford "Equality in Education". In their opinion, the most prevalent areas where inequality exists were the availablity of French Immersion, diversity in course selection between schools and units, and the quality and availability of facilities and services between the urban and rural areas.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	6.7	41.2	15.2	8.0	7.0	7.8	14.1	1250
NON-PARENTS	5.7	43.4	11.3	3.8	5.7	7.5	22.6	53
STUDENTS	11.8	41.6	17.2	9.7	2.9	5.0	11.8	238
TEACHERS	2.4	36.4	19.7	13.6	13.9	9.1	4.8	330
PRESENT TRUSTEES	6.3	46.0	19.0	7.9	9.5	6.3	4.8	63
PAST TRUSTEES	3.0	35.8	23.9	13.4	11.9	7.5	4.5	67
BOARD STAFF	6.7	23.3	23.3	26.7	10.0	6.7	3.3	30
TOTAL	131	817	337	192	160	155	239	2031
% of TOTAL	6.5	40.2	16.6	9.5	7.9	7.6	11.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	10.7	42.1	19.5	8.4	6.1	1.5	11.5	261
UNIT 2	6.7	43.0	16.7	8.2	6.7	7.2	11.5	461
UNIT 3	6.4	39.6	17.2	10.1	7.1	6.4	13.2	859
UNIT 4	3.4	36.5	13.0	11.1	11.9	15.0	9.1	386
UNIT 5	6.3	43.8	17.2	3.1	9.4	7.8	12.5	64
TOTAL	131	817	337	192	160	155	239	2031
% of TOTAL	6.5	40.2	16.6	9.5	7.9	7.6	11.8	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	10.8	39.9	16.2	11.5	4.7	1.4	15.5
UNIT 2	6.1	41.2	16.8	8.6	5.4	7.5	14.3
UNIT 3	6.9	42.7	16.0	6.9	6.0	6.7	14.8
UNIT 4	3.9	36.8	11.0	8.3	13.2	15.4	11.4
UNIT 5	10.7	53.6	10.7	3.6	3.6	7.1	10.7
TOTAL NO. OF RESPONSES	84	515	190	100	87	98	176
% OF TOTAL	6.7	41.2	15.2	8.0	7.0	7.8	14.1

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	50.0	25.0	0.0	25.0	0.0	0.0
UNIT 2	11.8	41.2	5.9	0.0	11.8	0.0	29.4
UNIT 3	6.3	56.3	6.3	0.0	0.0	6.3	25.0
UNIT 4	0.0	23.1	15.4	15.4	0.0	23.1	23.1
UNIT 5	0.0	66.7	33.3	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	3	23	6	2	3	4	12
% OF TOTAL	5.7	43.4	11.3	3.8	5.7	7.5	22.6

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	20.0	48.6	20.0	0.0	0.0	2.9	8.6
UNIT 2	15.6	51.1	13.3	2.2	2.2	4.4	11.1
UNIT 3	10.0	33.0	20.0	13.0	3.0	6.0	15.0
UNIT 4	8.3	41.7	12.5	18.8	6.3	6.3	6.3
UNIT 5	0.0	60.0	20.0	0.0	0.0	0.0	20.0
TOTAL NO. OF RESPONSES	28	99	41	23	7	12	28
% OF TOTAL	11.8	41.6	17.2	9.7	2.9	5.0	11.8

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	3.9	37.3	29.4	9.8	11.8	2.0	5.9
UNIT 2	2.8	47.9	18.3	9.9	12.7	5.6	2.8
UNIT 3	2.9	33.6	18.2	18.2	13.1	6.6	7.3
UNIT 4	0.0	32.3	16.9	12.3	15.4	21.5	1.5
UNIT 5	0.0	0.0	16.7	0.0	50.0	33.3	0.0
TOTAL NO. OF RESPONSES	8	120	65	45	46	30	16
% OF TOTAL							

Present

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	15.4	61.5	15.4	0.0	0.0	0.0	7.7
UNIT 2	6.7	40.0	33.3	13.3	0.0	6.7	0.0
UNIT 3	0.0	36.4	18.2	18.2	18.2	9.1	0.0
UNIT 4	0.0	54.5	9.1	9.1	18.2	9.1	0.0
UNIT 5	7.7	38.5	15.4	0.0	15.4	7.7	15.4
TOTAL NO. OF RESPONSES	4	29	12	5	6	4	3
% OF TOTAL	6.3	46.0	19.0	7.9	9.5	6.3	4.8

Past

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	60.0	0.0	0.0	40.0	0.0	0.0
UNIT 2	7.7	46.2	11.5	11.5	11.5	11.5	0.0
UNIT 3	0.0	26.3	36.8	21.1	15.8	0.0	0.0
UNIT 4	0.0	28.6	28.6	14.3	0.0	14.3	14.3
UNIT 5	0.0	0.0	66.7	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	2	24	16	9	8	5	3
% OF TOTAL	3.0	35.8	23.9	13.4	11.9	7.5	4.5

Board

Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	20.0	40.0	40.0	0.0	0.0	0.0	0.0
UNIT 2	0.0	12.5	25.0	12.5	12.5	25.0	12.5
UNIT 3	11.1	11.1	22.2	44.4	11.1	0.0	0.0
UNIT 4	0.0	42.9	14.3	28.6	14.3	0.0	0.0
UNIT 5	0.0	0.0	0.0	100.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	2	7	7	8	3	2	1
% OF TOTAL	6.7	23.3	23.3	26.7	10.0	6.7	3.3

QUESTION 45: HOW SATISFIED ARE YOU WITH THE ACCESSIBILITY OF THE DEPARTMENT STAFF?

Approximately 63% of the respondents expressed satisfaction with the accessibility of the Department staff while 11% expressed dissatisfaction. (Twenty-six per cent answered "don't know" to this question.) The most satisfied were Board staff and present trustees. The most dissatisfied were teachers (20%). Unit 5 indicated the highest level of satisfaction whereas Unit 4 respondents expressed the highest level of dissatisfaction.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	4.8	38.9	15.8	4.3	1.9	2.2	32.2	1250
NON-PARENTS	5.7	35.8	18.9	7.5	0.0	0.0	32.1	53
STUDENTS	5.5	35.3	16.8	5.5	4.2	2.9	29.8	238
TEACHERS	3.3	44.2	23.9	11.5	4.5	3.9	8.5	330
PRESENT TRUSTEES	7.9	55.6	20.6	3.2	3.2	0.0	9.5	63
PAST TRUSTEES	1.5	50.7	22.4	4.5	6.0	1.5	13.4	67
BOARD STAFF	26.7	40.0	20.0	6.7	6.7	0.0	0.0	30
TOTAL	101	816	360	116	57	48	533	2031
% of TOTAL	5.0	40.2	17.7	5.7	2.8	2.4	26.2	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	8.0	38.7	19.9	5.7	2.7	1.1	23.8	261
UNIT 2	3.7	44.0	16.9	6.1	2.0	1.3	26.0	461
UNIT 3	5.6	38.5	17.6	4.9	2.9	2.8	27.7	859
UNIT 4	3.1	37.8	17.9	7.5	3.6	3.6	26.4	386
UNIT 5	4.7	54.7	15.6	3.1	3.1	1.6	17.2	64
TOTAL	101	816	360	116	57	48	533	2031
% of TOTAL	5.0	40.2	17.7	5.7	2.8	2.4	26.2	100.0

QUESTION 46: **HOW SATISFIED ARE YOU WITH THE ACCESSIBILITY OF THE MINISTER OF EDUCATION?**

In excess of 70% of the respondents expressed satisfaction with the accessibility of the Minister of Education while 8% expressed dissatisfaction. (A high percentage of respondents (22%) answered "don't know" to this question, particularly parents.) The most dissatisfied were students (17%), teachers (15%), especially in Unit 4, and Board staff (13%). In general, respondents in Units 5 and 3 were the most satisfied.

Some who responded felt the Minister might be "too accessible" and as a result, members of the public have approached the Minister to resolve a matter which should have been handled at the local level.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	7.1	31.8	12.4	4.7	2.9	1.8	39.2	1250
NON-PARENTS	11.3	37.7	15.1	5.7	0.0	0.0	30.2	53
STUDENTS	5.9	24.4	18.1	7.1	3.8	5.9	34.9	238
TEACHERS	6.1	35.5	21.8	7.9	4.2	2.4	22.1	330
PRESENT TRUSTEES	20.6	49.2	17.5	1.6	0.0	0.0	11.1	63
PAST TRUSTEES	16.4	47.8	11.9	3.0	0.0	3.0	17.9	67
BOARD STAFF	33.3	36.7	10.0	6.7	3.3	0.0	10.0	30
TOTAL	292	764	311	106	41	38	479	2031
% of TOTAL	14.4	37.6	15.3	5.2	2.0	1.9	23.6	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	18.0	32.0	15.1	3.3	1.2	3.8	26.6	261
UNIT 2	17.1	44.7	9.9	3.5	1.5	0.6	22.7	461
UNIT 3	9.4	46.0	18.1	2.5	1.7	2.1	20.2	859
UNIT 4	20.7	32.4	16.4	7.2	1.4	2.6	23.5	386
UNIT 5	5.8	52.7	16.5	5.4	1.9	0.0	17.6	64
TOTAL	285	842	306	87	30	34	447	2031
% of TOTAL	14.1	41.5	15.1	4.3	1.5	1.7	22.0	100.0

COMMUNICATION

QUESTION 47: HOW SATISFIED ARE YOU WITH...?

A) The School Keeping You Informed

Approximately 88% of the respondents expressed satisfaction with the manner in which the school keeps them informed while 8% expressed dissatisfaction. The most satisfied were teachers, parents, and students.

Respondents who commented felt the school was their closest link with the educational system and found teachers to be most informative.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	30.2	47.4	11.4	4.2	1.7	1.8	3.4	1250
NON-PARENTS	9.4	39.6	17.0	1.9	1.9	5.7	24.5	53
STUDENTS	26.1	49.2	13.4	5.0	0.8	2.5	2.9	238
TEACHERS	23.9	56.1	10.0	3.3	2.7	1.5	2.4	330
PRESENT TRUSTEES	19.0	50.8	17.5	3.2	4.8	1.6	3.2	63
PAST TRUSTEES	13.4	47.8	19.4	6.0	4.5	1.5	7.5	67
BOARD STAFF	16.7	53.3	16.7	6.7	0.0	0.0	6.7	30
TOTAL	550	995	245	84	39	38	80	2031
% of TOTAL	27.1	49.0	12.1	4.1	1.9	1.9	3.9	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	24.1	50.2	12.6	4.2	1.5	3.1	4.2	261
UNIT 2	31.0	48.2	9.8	3.3	1.5	0.9	5.4	461
UNIT 3	27.0	49.8	12.6	4.1	2.1	1.5	2.9	859
UNIT 4	25.6	46.1	13.2	5.4	2.1	3.4	4.1	386
UNIT 5	20.3	56.3	12.5	3.1	1.1	0.0	4.7	64
TOTAL	550	995	245	84	39	38	80	2031
% of TOTAL	27.1	49.0	12.1	4.1	1.9	1.9	3.9	100.0

QUESTION 47: B) The School Board Keeping You Informed

Approximately 60% of respondents expressed satisfaction with the manner in which the School Board keeps them informed with 26% indicating dissatisfaction. Over 80% of both Board staff and present trustees indicated satisfaction while students, parents, and past trustees were the most dissatisfied. In general, respondents in Unit 2 were the most satisfied while the most dissatisfied were in Unit 4.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	4.0	31.2	20.5	11.5	8.1	7.4	17.4	1250
NON-PARENTS	7.5	32.1	13.2	5.7	3.8	9.4	28.3	53
STUDENTS	3.8	22.7	28.6	16.8	8.8	5.0	14.3	238
TEACHERS	7.9	43.9	24.5	9.7	6.7	4.5	2.7	330
PRESENT TRUSTEES	14.3	49.2	17.5	7.9	3.2	3.2	4.8	63
PAST TRUSTEES	0.0	44.8	22.4	7.5	14.9	3.0	7.5	67
BOARD STAFF	10.0	53.3	16.7	10.0	3.3	0.0	6.7	30
TOTAL	101	683	443	232	159	128	285	2031
% of TOTAL	5.0	33.6	21.8	11.4	7.8	6.3	14.0	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	6.9	33.3	21.8	14.9	5.0	5.4	12.6	261
UNIT 2	6.3	42.1	19.7	8.2	5.9	2.4	15.4	461
UNIT 3	4.5	32.4	23.4	10.6	7.6	7.3	14.2	859
UNIT 4	3.4	25.9	20.5	14.8	12.2	9.3	14.0	386
UNIT 5	3.1	37.5	23.4	10.9	10.9	6.3	7.8	64
TOTAL	101	683	443	232	159	128	285	2031
% of TOTAL	5.0	33.6	21.8	11.4	7.8	6.3	14.0	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	3.4	29.1	23.0	16.2	5.4	6.1	16.9
UNIT 2	4.7	38.0	19.7	9.3	5.7	3.6	19.0
UNIT 3	4.2	30.3	21.2	10.8	7.9	8.3	17.3
UNIT 4	3.1	25.0	18.9	12.3	13.2	10.1	17.5
UNIT 5	3.6	42.9	14.3	17.9	7.1	10.7	3.6
TOTAL NO. OF RESPONSES	50	390	256	144	101	92	217
% OF TOTAL	4.0	31.2	20.5	11.5	8.1	7.4	17.4

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	75.0	25.0	0.0	0.0	0.0	0.0
UNIT 2	11.8	47.1	11.8	0.0	5.9	0.0	23.5
UNIT 3	0.0	18.8	18.8	12.5	6.3	12.5	31.3
UNIT 4	15.4	15.4	0.0	7.7	0.0	23.1	38.5
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	4	17	7	3	2	5	15
% OF TOTAL	7.5	32.1	13.2	5.7	3.8	9.4	28.3

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	14.3	28.6	14.3	22.9	2.9	5.7	11.4
UNIT 2	0.0	33.3	24.4	15.6	6.7	2.2	17.8
UNIT 3	2.0	19.0	33.0	13.0	9.0	8.0	16.0
UNIT 4	2.1	16.7	29.2	25.0	12.5	2.1	12.5
UNIT 5	10.0	20.0	50.0	0.0	20.0	0.0	0.0
TOTAL NO. OF RESPONSES	9	54	68	40	21	12	34
% OF TOTAL	3.8	22.7	28.6	16.8	8.8	5.0	14.3

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	3.9	45.1	23.5	9.8	7.8	5.9	3.9
UNIT 2	15.5	46.5	25.4	4.2	5.6	0.0	2.8
UNIT 3	8.0	49.6	26.3	8.0	3.6	2.2	2.2
UNIT 4	3.1	30.8	21.5	18.5	12.3	12.3	1.5
UNIT 5	0.0	16.7	16.7	16.7	16.7	16.7	16.7
TOTAL NO. OF RESPONSES	26	145	81	32	22	15	9
% OF TOTAL	7.9	43.9	24.5	9.7	6.7	4.5	2.7

Present

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	30.8	30.8	23.1	7.7	0.0	0.0	7.7
UNIT 2	20.0	73.3	6.7	0.0	0.0	0.0	0.0
UNIT 3	9.1	36.4	9.1	27.3	9.1	9.1	0.0
UNIT 4	9.1	54.5	27.3	0.0	0.0	9.1	0.0
UNIT 5	0.0	46.2	23.1	7.7	7.7	0.0	15.4
TOTAL NO. OF RESPONSES	9	31	11	5	2	2	3
% OF TOTAL	14.3	49.2	17.5	7.9	3.2	3.2	4.8

Past

Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	40.0	40.0	20.0	0.0	0.0	0.0	0.0
UNIT 2	57.7	11.5	7.7	11.5	0.0	11.5	0.0
UNIT 3	36.8	31.6	5.3	15.8	10.5	0.0	0.0
UNIT 4	35.7	21.4	7.1	21.4	0.0	14.3	0.0
UNIT 5	33.3	33.3	0.0	33.3	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	30	15	5	10	2	5	0
% OF TOTAL	44.8	22.4	7.5	14.9	3.0	7.5	0.0

Board

Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	40.0	40.0	0.0	0.0	0.0	0.0	20.0
UNIT 2	0.0	75.0	12.5	0.0	0.0	0.0	12.5
UNIT 3	11.1	55.6	22.2	0.0	11.1	0.0	0.0
UNIT 4	0.0	28.6	28.6	42.9	0.0	0.0	0.0
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	3	16	5	3	1	0	2
% OF TOTAL	10.0	53.3	16.7	10.0	3.3	0.0	6.7

QUESTION 47: C) The Department Keeping You Informed

While 54% of the respondents expressed satisfaction with the manner in which the Department keeps them informed, 27% indicated dissatisfaction. The most satisfied were Board staff and present trustees with teachers the most dissatisfied. Approximately 50% of the teachers in Unit 5 and 40% of the teachers in Unit 3 indicated dissatisfaction. In general, respondents in Unit 5 expressed the most satisfaction whereas Unit 4 expressed the highest dissatisfaction.

Many commented on the need for better communication between the Department, school boards, principals, teachers, parents and students.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	2.8	29.8	19.9	10.4	7.6	6.9	22.6	1250
NON-PARENTS	7.5	34.0	15.1	3.8	1.9	5.7	32.1	53
STUDENTS	2.1	23.1	21.8	18.9	7.6	6.7	19.7	238
TEACHERS	4.2	33.3	23.9	19.7	8.5	6.4	3.9	330
PRESENT TRUSTEES	6.3	38.1	23.8	11.1	11.1	1.6	7.9	63
PAST TRUSTEES	0.0	34.3	23.9	9.0	14.9	1.5	16.4	67
BOARD STAFF	10.0	33.3	26.7	16.7	3.3	6.7	3.3	30
TOTAL	65	613	427	260	160	130	376	2031
% of TOTAL	3.2	30.2	21.0	12.8	7.9	6.4	18.5	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	5.7	30.7	23.4	12.3	7.7	4.6	15.7	261
UNIT 2	2.8	32.8	23.6	8.7	7.8	2.6	21.7	461
UNIT 3	3.3	28.9	20.5	13.7	7.9	8.0	17.7	859
UNIT 4	2.1	28.0	17.4	16.3	7.8	8.8	19.7	386
UNIT 5	1.6	40.6	21.9	10.9	9.4	4.7	10.9	64
TOTAL	65	613	427	260	160	130	376	2031
% of TOTAL	3.2	30.2	21.0	12.8	7.9	6.4	18.5	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	4.7	26.4	21.6	12.8	8.8	4.1	21.6
UNIT 2	2.9	31.9	22.2	5.7	7.5	3.6	26.2
UNIT 3	3.0	30.3	20.3	10.2	7.4	8.3	20.5
UNIT 4	0.9	26.3	15.4	15.4	7.0	9.2	25.9
UNIT 5	3.6	46.4	17.9	7.1	10.7	7.1	7.1
TOTAL NO. OF RESPONSES	35.	373.	249.	130.	95.	86.	282.
% OF TOTAL	2.8	29.8	19.9	10.4	7.6	6.9	22.6

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	50.0	25.0	0.0	0.0	0.0	25.0
UNIT 2	5.9	52.9	11.8	0.0	0.0	0.0	29.4
UNIT 3	6.3	31.3	18.8	6.3	6.3	0.0	31.3
UNIT 4	15.4	7.7	7.7	7.7	0.0	23.1	38.5
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	4.	18.	8.	2.	1.	3.	17.
% OF TOTAL	7.5	34.0	15.1	3.8	1.9	5.7	32.1

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	8.6	34.3	11.4	17.1	5.7	8.6	14.3
UNIT 2	0.0	24.4	26.7	13.3	6.7	0.0	28.9
UNIT 3	2.0	17.0	23.0	18.0	7.0	10.0	23.0
UNIT 4	0.0	25.0	20.8	25.0	10.4	6.3	12.5
UNIT 5	0.0	30.0	30.0	30.0	10.0	0.0	0.0
TOTAL NO. OF RESPONSES	5.	55.	52.	45.	18.	16.	47.
% OF TOTAL	2.1	23.1	21.8	18.9	7.6	6.7	19.7

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.0	35.3	37.3	11.8	5.9	5.9	2.0
UNIT 2	4.2	36.6	26.8	15.5	11.3	1.4	4.2
UNIT 3	4.4	30.7	21.2	24.1	9.5	6.6	3.6
UNIT 4	6.2	33.8	18.5	20.0	6.2	10.8	4.6
UNIT 5	0.0	33.3	0.0	33.3	0.0	16.7	16.7
TOTAL NO. OF RESPONSES	14.	110.	79.	65.	28.	21.	13.
% OF TOTAL	4.2	33.3	23.9	19.7	8.5	6.4	3.9

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	15.4	30.8	30.8	7.7	7.7	0.0	7.7
UNIT 2	6.7	40.0	33.3	13.3	6.7	0.0	0.0
UNIT 3	9.1	18.2	9.1	36.4	18.2	9.1	0.0
UNIT 4	0.0	63.6	9.1	0.0	18.2	0.0	9.1
UNIT 5	0.0	38.5	30.8	0.0	7.7	0.0	23.1
TOTAL NO. OF RESPONSES	4.	24.	15.	7.	7.	1.	5.
% OF TOTAL	6.3	38.1	23.8	11.1	11.1	1.6	7.9

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	20.0	0.0	20.0	0.0	20.0
UNIT 2	0.0	34.6	26.9	11.5	7.7	0.0	19.2
UNIT 3	0.0	36.8	15.8	10.5	15.8	5.3	15.8
UNIT 4	0.0	28.6	28.6	7.1	21.4	0.0	14.3
UNIT 5	0.0	33.3	33.3	0.0	33.3	0.0	0.0
TOTAL NO. OF RESPONSES	0.	23.	16.	6.	10.	1.	11.
% OF TOTAL	0.0	34.3	23.9	9.0	14.9	1.5	16.4

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	40.0	60.0	0.0	0.0	0.0	0.0	0.0
UNIT 2	0.0	12.5	25.0	25.0	12.5	12.5	12.5
UNIT 3	11.1	33.3	22.2	22.2	0.0	11.1	0.0
UNIT 4	0.0	28.6	57.1	14.3	0.0	0.0	0.0
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	3.	10.	8.	5.	1.	2.	1.
% OF TOTAL	10.0	33.3	26.7	16.7	3.3	6.7	3.3

QUESTION 48: HOW SATISFIED ARE YOU WITH...?

A) The School Providing You with an Opportunity to Make Suggestions into its Operation

Seventy-three per cent of the respondents expressed satisfaction with how well the school provides opportunities to make suggestions about its operations, while 18% indicating dissatisfaction. (A large percentage of non-parents answered "don't know" to this question.) While present trustees and teachers were the most satisfied, students, and past trustees were the most dissatisfied. Seventeen per cent of parents indicated dissatisfaction particularly in Unit 1 (24%). In general, respondents in Unit 5 were the most satisfied whereas Unit 1 expressed the highest level of dissatisfaction.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	14.0	40.6	17.5	6.7	5.3	4.6	11.3	1250
NON-PARENTS	11.3	22.6	17.0	7.5	7.5	5.7	28.3	53
STUDENTS	11.8	31.1	21.8	13.0	7.6	6.3	8.4	238
TEACHERS	17.6	43.6	20.6	7.9	3.3	3.3	3.6	330
PRESENT TRUSTEES	15.9	50.8	14.3	4.8	4.8	4.8	4.8	63
PAST TRUSTEES	6.0	32.8	26.9	7.5	10.4	7.5	9.0	67
BOARD STAFF	10.0	46.7	20.0	10.0	3.3	0.0	10.0	30
TOTAL	284	806	381	156	110	94	200	2031
% of TOTAL	14.0	39.7	18.8	7.7	5.4	4.6	9.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	11.9	38.3	19.2	10.0	4.2	6.9	9.6	261
UNIT 2	15.0	38.8	20.2	6.1	5.2	2.8	11.9	461
UNIT 3	13.6	41.1	18.4	8.6	4.9	4.4	9.0	859
UNIT 4	14.5	37.8	18.4	6.7	7.0	6.2	9.3	386
UNIT 5	17.2	43.8	14.1	3.1	9.4	1.6	10.9	64
TOTAL	284	806	381	156	110	94	200	2031
% of TOTAL	14.0	39.7	18.8	7.7	5.4	4.6	9.8	100.0

QUESTION 48: **B) The School Board Providing You with an Opportunity to Make Suggestions into its Operation**

Fifty-two per cent of the respondents indicated satisfaction with how well the School Board provides an opportunity to make suggestions about its operations while 29% indicating dissatisfaction. The highest degree of satisfaction was expressed by Board staff and present trustees, while students, teachers and past trustees were the most dissatisfied. Respondents in Unit 5 recorded the highest degree of satisfaction while respondents in Unit 4 were the most dissatisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	4.1	28.0	17.0	10.9	9.0	7.2	23.8	1250
NON-PARENTS	5.7	22.6	18.9	7.5	9.4	5.7	30.2	53
STUDENTS	3.4	17.6	21.8	13.0	11.3	11.8	21.0	238
TEACHERS	6.4	26.4	24.5	18.5	9.1	6.7	8.5	330
PRESENT TRUSTEES	14.3	52.4	12.7	9.5	1.6	4.8	4.8	63
PAST TRUSTEES	6.0	35.8	17.9	13.4	13.4	6.0	7.5	67
BOARD STAFF	6.7	63.3	10.0	3.3	3.3	3.3	10.0	30
TOTAL	98	567	378	248	186	151	403	2031
% of TOTAL	4.8	27.9	18.6	12.2	9.2	7.4	19.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	5.4	24.9	19.9	13.8	8.0	7.7	20.3	261
UNIT 2	7.6	33.0	19.1	9.5	6.3	3.3	21.3	461
UNIT 3	4.1	27.4	17.2	13.3	8.0	9.1	21.0	859
UNIT 4	3.1	22.8	19.7	12.7	15.8	8.5	17.4	386
UNIT 5	3.1	42.2	21.9	7.8	9.4	7.8	7.8	64
TOTAL	98	567	378	248	186	151	403	2031
% of TOTAL	4.8	27.9	18.6	12.2	9.2	7.4	19.8	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	4.1	20.9	20.9	14.2	8.8	6.8	24.3
UNIT 2	5.4	32.6	19.0	7.5	4.3	3.6	27.6
UNIT 3	3.7	27.3	15.3	12.0	7.8	9.3	24.5
UNIT 4	3.1	26.3	16.2	11.0	17.1	7.0	19.3
UNIT 5	7.1	46.4	14.3	3.6	17.9	3.6	7.1
TOTAL NO. OF RESPONSES	51.	350.	212.	136.	113.	90.	298.
% OF TOTAL	4.1	28.0	17.0	10.9	9.0	7.2	23.8

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	25.0	0.0	25.0	0.0	0.0	25.0
UNIT 2	5.9	41.2	17.6	0.0	11.8	0.0	23.5
UNIT 3	0.0	18.8	18.8	18.8	12.5	0.0	31.3
UNIT 4	7.7	0.0	23.1	0.0	7.7	23.1	38.5
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	3.	12.	10.	4.	5.	3.	16.
% OF TOTAL	5.7	22.6	18.9	7.5	9.4	5.7	30.2

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	2.9	22.9	22.9	11.4	2.9	14.3	22.9
UNIT 2	8.9	22.2	20.0	17.8	11.1	2.2	17.8
UNIT 3	3.0	14.0	18.0	10.0	14.0	16.0	25.0
UNIT 4	0.0	14.6	22.9	18.8	14.6	10.4	18.8
UNIT 5	0.0	30.0	60.0	0.0	0.0	10.0	0.0
TOTAL NO. OF RESPONSES	8.	42.	52.	31.	27.	28.	50.
% OF TOTAL	3.4	17.6	21.8	13.0	11.3	11.8	21.0

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	3.9	23.5	21.6	15.7	11.8	9.8	13.7
UNIT 2	14.1	28.2	19.7	18.3	8.5	2.8	8.5
UNIT 3	5.1	33.6	27.7	18.2	5.1	3.6	6.6
UNIT 4	3.1	13.8	27.7	20.0	15.4	12.3	7.7
UNIT 5	0.0	0.0	0.0	33.3	16.7	33.3	16.7
TOTAL NO. OF RESPONSES	21.	87.	81.	61.	30.	22.	28.
% OF TOTAL	6.4	26.4	24.5	18.5	9.1	6.7	8.5

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	23.1	61.5	7.7	7.7	0.0	0.0	0.0
UNIT 2	26.7	33.3	26.7	6.7	0.0	0.0	6.7
UNIT 3	9.1	45.5	9.1	18.2	9.1	9.1	0.0
UNIT 4	9.1	63.6	9.1	0.0	0.0	9.1	9.1
UNIT 5	0.0	61.5	7.7	15.4	0.0	7.7	7.7
TOTAL NO. OF RESPONSES	9.	33.	8.	6.	1.	3.	3.
% OF TOTAL	14.3	52.4	12.7	9.5	1.6	4.8	4.8

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	60.0	0.0	20.0	20.0	0.0	0.0
UNIT 2	3.8	46.2	19.2	3.8	15.4	7.7	3.8
UNIT 3	10.5	31.6	5.3	26.3	5.3	10.5	10.5
UNIT 4	7.1	14.3	28.6	14.3	21.4	0.0	14.3
UNIT 5	0.0	33.3	66.7	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	4.	24.	12.	9.	9.	4.	5.
% OF TOTAL	6.0	35.8	17.9	13.4	13.4	6.0	7.5

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	20.0	40.0	20.0	0.0	0.0	0.0	20.0
UNIT 2	0.0	87.5	0.0	0.0	0.0	0.0	12.5
UNIT 3	11.1	66.7	0.0	11.1	0.0	11.1	0.0
UNIT 4	0.0	42.9	28.6	0.0	14.3	0.0	14.3
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	2.	19.	3.	1.	1.	1.	3.
% OF TOTAL	6.7	63.3	10.0	3.3	3.3	3.3	10.0

QUESTION 48: **C) The Department Providing an Opportunity to Make Suggestions About its Operation**

While 46% of the respondents expressed satisfaction, 29% indicated dissatisfaction. The most satisfied were Board staff and present trustees. Thirty-nine per cent of all students, and teachers, especially in Units 4 and 5, were dissatisfied. In general, respondents in Unit 5 were the most satisfied whereas Units 3 and 4 expressed the most dissatisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	2.7	25.7	17.0	9.3	8.7	6.4	30.2	1250
NON-PARENTS	7.5	24.5	17.0	5.7	7.5	7.5	30.2	53
STUDENTS	3.4	10.9	22.3	14.7	13.0	10.9	24.8	238
TEACHERS	3.9	18.8	23.6	17.6	10.0	11.2	14.8	330
PRESENT TRUSTEES	6.3	25.4	31.7	9.5	9.5	9.5	7.9	63
PAST TRUSTEES	1.5	22.4	28.4	7.5	16.4	9.0	14.9	67
BOARD STAFF	6.7	33.3	23.3	6.7	10.0	10.0	10.0	30
TOTAL	66	463	399	225	197	162	519	2031
% of TOTAL	3.2	22.8	19.6	11.1	9.7	8.0	25.6	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	5.4	20.3	19.9	14.6	7.7	6.9	25.3	261
UNIT 2	3.3	25.6	21.9	9.1	7.8	5.4	26.9	461
UNIT 3	2.9	22.0	18.2	11.5	9.7	9.4	26.3	859
UNIT 4	2.8	20.7	20.5	10.4	13.5	8.3	23.8	386
UNIT 5	1.6	35.9	17.2	9.4	9.4	9.4	17.2	64
TOTAL	66	463	399	225	197	162	519	2031
% of TOTAL	3.2	22.8	19.6	11.1	9.7	8.0	25.6	100.0

CATEGORY SUMMARIES

Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	3.4	20.9	18.9	12.8	8.8	5.4	29.7
UNIT 2	2.9	29.7	17.2	6.1	5.7	4.7	33.7
UNIT 3	2.6	25.0	16.6	10.2	8.1	7.2	30.2
UNIT 4	2.2	22.8	18.0	8.8	13.2	6.6	28.5
UNIT 5	3.6	46.4	7.1	7.1	14.3	10.7	10.7
TOTAL NO. OF RESPONSES	34.	321.	213	116.	109.	80.	377.
% OF TOTAL	2.7	25.7	17.0	9.3	8.7	6.4	30.2

Non-Parents

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	25.0	25.0	0.0	25.0	0.0	0.0	25.0
UNIT 2	5.9	47.1	11.8	0.0	11.8	0.0	23.5
UNIT 3	6.3	18.8	18.8	12.5	6.3	6.3	31.3
UNIT 4	7.7	0.0	23.1	0.0	7.7	23.1	38.5
UNIT 5	0.0	33.3	33.3	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	4.	13.	9.	3.	4.	4.	16.
% OF TOTAL	7.5	24.5	17.0	5.7	7.5	7.5	30.2

Students

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	8.6	11.4	17.1	17.1	5.7	11.4	28.6
UNIT 2	4.4	13.3	26.7	17.8	11.1	4.4	22.2
UNIT 3	3.0	6.0	21.0	11.0	15.0	16.0	28.0
UNIT 4	0.0	14.6	22.9	18.8	16.7	6.3	20.8
UNIT 5	0.0	30.0	30.0	10.0	10.0	10.0	10.0
TOTAL NO. OF RESPONSES	8.	26.	53.	35.	31.	26.	59.
% OF TOTAL	3.4	10.9	22.3	14.7	13.0	10.9	24.8

Teachers

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	3.9	17.6	21.6	21.6	7.8	9.8	17.6
UNIT 2	4.2	14.1	28.2	19.7	9.9	7.0	16.9
UNIT 3	3.6	21.9	24.1	15.3	8.8	13.1	13.1
UNIT 4	4.6	20.0	20.0	15.4	13.8	12.3	13.8
UNIT 5	0.0	0.0	16.7	33.3	16.7	16.7	16.7
TOTAL NO. OF RESPONSES	13.	62.	78.	58.	33.	37.	49.
% OF TOTAL	3.9	18.8	23.6	17.6	10.0	11.2	14.8

Present Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	15.4	30.8	38.5	7.7	7.7	0.0	0.0
UNIT 2	6.7	13.3	53.3	6.7	13.3	0.0	6.7
UNIT 3	0.0	9.1	18.2	27.3	27.3	18.2	0.0
UNIT 4	9.1	36.4	27.3	0.0	0.0	27.3	0.0
UNIT 5	0.0	38.5	15.4	7.7	0.0	7.7	30.8
TOTAL NO. OF RESPONSES	4.	16.	20.	6.	6.	6.	5.
% OF TOTAL	6.3	25.4	31.7	9.5	9.5	9.5	7.9

Past Trustees

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	0.0	40.0	0.0	0.0	0.0	20.0	40.0
UNIT 2	0.0	26.9	34.6	3.8	15.4	11.5	7.7
UNIT 3	0.0	21.1	15.8	15.8	21.1	10.5	15.8
UNIT 4	7.1	14.3	35.7	7.1	21.4	0.0	14.3
UNIT 5	0.0	0.0	66.7	0.0	0.0	0.0	33.3
TOTAL NO. OF RESPONSES	1.	15.	19.	5.	11.	6.	10.
% OF TOTAL	1.5	22.4	28.4	7.5	16.4	9.0	14.9

Board Staff

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW
UNIT 1	20.0	40.0	40.0	0.0	0.0	0.0	0.0
UNIT 2	0.0	25.0	25.0	12.5	0.0	25.0	12.5
UNIT 3	11.1	33.3	0.0	11.1	22.2	11.1	11.1
UNIT 4	0.0	28.6	42.9	0.0	14.3	0.0	14.3
UNIT 5	0.0	100.0	0.0	0.0	0.0	0.0	0.0
TOTAL NO. OF RESPONSES	2.	10.	7.	2.	3.	3.	3.
% OF TOTAL	6.7	33.3	23.3	6.7	10.0	10.0	10.0

QUESTION 49: HOW SATISFIED ARE YOU WITH...?

A) The School Replying Promptly to Inquiries and Grievances

Seventy-nine per cent of the respondents expressed satisfaction with how promptly the school replied to inquiries and grievances while 8% indicated dissatisfaction. (A high percentage of non-parents answered "don't know".) The most satisfied were Board staff, present trustees, and teachers while the most dissatisfied were students, particularly in Unit 1. In general, respondents in Units 2 and 3 were the most satisfied.

PROVINCIAL
SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	22.9	46.4	10.5	3.4	1.5	2.5	12.8	1250
NON-PARENTS	13.2	30.2	17.0	0.0	0.0	5.7	34.0	53
STUDENTS	14.3	34.9	21.4	9.7	3.8	5.0	10.9	238
TEACHERS	21.5	52.1	12.4	1.2	3.3	1.2	8.2	330
PRESENT TRUSTEES	22.2	54.0	12.7	1.6	3.2	0.0	6.3	63
PAST TRUSTEES	17.9	44.8	10.4	6.0	1.5	1.5	17.9	67
BOARD STAFF	10.0	76.7	3.3	3.3	0.0	0.0	6.7	30
TOTAL	427	938	248	76	42	51	249	2031
% of TOTAL	21.1	46.2	12.2	3.7	2.1	2.5	12.3	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	17.2	48.3	11.9	4.6	2.3	3.1	12.6	261
UNIT 2	22.3	47.5	10.0	2.8	0.9	2.0	14.5	461
UNIT 3	22.1	47.3	12.0	3.4	2.3	2.0	10.9	859
UNIT 4	21.0	40.7	14.5	5.2	2.8	4.1	11.7	386
UNIT 5	12.5	46.9	18.8	3.1	1.6	1.6	15.6	64
TOTAL	427	938	248	76	42	51	249	2031
% of TOTAL	21.0	46.2	12.2	3.7	2.1	2.5	12.3	100.0

QUESTION 49: B) The School Board Replying Promptly to Inquiries and Grievances

Fifty per cent of the respondents indicated satisfaction with how promptly the School Board replied to inquiries and grievances while 16% indicated dissatisfaction. (A very high percentage of "don't knows" were recorded.) The highest level of dissatisfaction was expressed by students, particularly in Units 3 and 4, and teachers in Units 4 and 5. In general, respondents in Unit 1 expressed the highest level of satisfaction whereas respondents in Unit 4 indicated the highest dissatisfaction.

Individuals who commented said the School Boards "listen" to inquiries and grievances, but no further "action" is taken.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	5.8	26.9	11.8	5.5	4.2	4.6	41.2	1250
NON-PARENTS	7.5	26.4	11.3	3.8	1.9	5.7	43.4	53
STUDENTS	3.4	18.9	16.4	15.1	4.2	9.7	32.4	238
TEACHERS	11.2	38.5	18.2	9.1	4.5	3.3	15.2	330
PRESENT TRUSTEES	22.2	49.2	15.9	4.8	1.6	0.0	6.3	63
PAST TRUSTEES	10.4	46.3	9.0	10.4	1.5	1.5	20.9	67
BOARD STAFF	10.0	63.3	13.3	3.3	0.0	0.0	10.0	30
TOTAL	145	603	273	148	81	95	686	2031
% of TOTAL	7.1	29.7	13.4	7.3	4.0	4.7	33.8	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	8.4	34.5	16.1	5.4	1.9	3.8	29.9	261
UNIT 2	10.0	33.4	11.5	5.9	2.0	1.7	35.6	461
UNIT 3	6.4	26.9	13.3	6.4	5.0	5.9	36.1	859
UNIT 4	5.2	27.7	12.4	11.7	6.0	6.5	30.6	386
UNIT 5	3.1	32.8	25.0	10.9	1.6	1.6	25.0	64
TOTAL	145	603	273	148	81	95	686	2031
% of TOTAL	7.1	29.7	13.4	7.3	4.0	4.7	33.8	100.0

QUESTION 49: C) The Department Replying Promptly to Inquiries and Grievances

While 41% of respondents answered "don't know" to the question, 43% were satisfied and 16% were dissatisfied. Present trustees indicated satisfaction whereas students, teachers, and Board staff expressed dissatisfaction on average, 24% of the time. In general, respondents in Units 5 and 1 were the most satisfied.

Some expressed concern that "political intervention" played too large a role in departmental decisions. Contacting Department officials about problems would not accomplish much.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	3.4	24.0	11.1	5.4	3.4	3.4	49.2	1250
NON-PARENTS	9.4	28.3	11.3	5.7	1.9	3.8	39.6	53
STUDENTS	2.9	17.6	16.8	12.2	6.3	8.8	35.3	238
TEACHERS	7.0	28.2	19.4	11.5	4.5	5.2	24.2	330
PRESENT TRUSTEES	11.1	41.3	17.5	7.9	3.2	1.6	17.5	63
PAST TRUSTEES	4.5	31.3	16.4	6.0	4.5	1.5	35.8	67
BOARD STAFF	3.3	53.3	13.3	10.0	10.0	3.3	6.7	30
TOTAL	89	513	275	150	81	86	837	2031
% of TOTAL	4.4	25.3	13.5	7.4	4.0	4.2	41.2	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	6.1	29.9	15.7	6.1	2.7	3.4	36.0	261
UNIT 2	4.8	24.7	14.1	8.0	2.8	2.2	43.4	461
UNIT 3	4.3	23.2	12.8	6.8	5.2	4.9	42.8	859
UNIT 4	3.4	25.9	12.4	8.8	3.6	6.2	39.6	386
UNIT 5	1.6	34.4	17.2	7.8	3.1	1.6	34.4	64
TOTAL	89	513	275	150	81	86	837	2031
% of TOTAL	4.4	25.3	13.5	7.4	4.0	4.2	41.2	100.0

QUESTION 50: HOW SATISFIED ARE YOU WITH...?

A) The School Encouraging Interest in Educational Activities

Eighty per cent of the respondents expressed satisfaction with how well the school encourages interest in educational activities whereas 10% indicated dissatisfaction. In excess of 80% of parents, teachers, Board staff, and present trustees were satisfied. The highest level of dissatisfaction was indicated by past trustees and students. In general, Unit 3 respondents were the most satisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	21.4	46.6	11.8	4.1	2.3	2.6	11.2	1250
NON-PARENTS	11.3	35.8	18.9	1.9	1.9	5.7	24.5	53
STUDENTS	19.3	34.9	18.9	6.7	2.9	4.6	12.6	238
TEACHERS	19.4	54.5	13.0	3.3	1.2	3.9	4.2	330
PRESENT TRUSTEES	14.3	47.6	17.5	11.1	1.6	3.2	4.8	63
PAST TRUSTEES	19.4	32.8	16.4	9.0	9.0	4.5	9.0	67
BOARD STAFF	10.0	56.7	20.0	3.3	0.0	0.0	10.0	30
TOTAL	408	934	273	93	48	65	209	2031
% of TOTAL	20.1	46.0	13.4	4.6	2.4	3.2	10.3	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	14.2	46.7	14.6	5.4	2.3	3.8	12.6	261
UNIT 2	20.6	46.4	12.8	4.3	3.0	1.7	11.1	461
UNIT 3	21.9	46.9	12.8	4.2	2.7	3.0	8.5	859
UNIT 4	19.9	43.5	14.2	5.2	1.3	4.9	10.9	386
UNIT 5	17.2	42.2	17.2	4.7	0.0	3.1	15.6	64
TOTAL	408	934	273	93	48	65	209	2031
% of TOTAL	20.1	46.0	13.4	4.6	2.4	3.2	10.3	100.0

QUESTION 50: B) The School Board Encouraging Interest in Educational Activities

Fifty-four per cent of the respondents expressed satisfaction with how well the School Board encourages interest in educational activities while 19% expressed dissatisfaction. (Twenty-eight per cent "don't knows" were recorded.) The highest level of dissatisfaction was indicated by past trustees (30%), especially in Unit 1 (40%), students (25%), and teachers (22%), especially in Units 4 (37%) and 5 (50%). In general, respondents in Unit 5 were the most satisfied whereas Unit 4 respondents were the most dissatisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	5.3	28.1	15.8	7.2	4.4	5.0	34.2	1250
NON-PARENTS	9.4	34.0	15.1	3.8	3.8	3.8	30.2	53
STUDENTS	5.5	24.4	19.7	14.3	5.0	5.9	25.2	238
TEACHERS	5.5	39.7	19.4	13.9	3.3	5.2	13.0	330
PRESENT TRUSTEES	14.3	42.9	23.8	9.5	3.2	1.6	4.8	63
PAST TRUSTEES	10.4	32.8	14.9	11.9	10.4	7.5	11.9	67
BOARD STAFF	13.3	43.3	20.0	10.0	0.0	3.3	10.0	30
TOTAL	122	620	348	189	89	103	560	2031
% of TOTAL	6.0	30.5	17.1	9.3	4.4	5.1	27.6	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	7.7	32.2	18.4	7.7	2.7	4.6	26.8	261
UNIT 2	6.1	35.1	16.5	6.3	4.6	3.0	28.4	461
UNIT 3	5.8	28.4	17.2	9.7	4.1	5.9	28.9	859
UNIT 4	5.2	27.5	16.3	12.4	6.0	6.2	26.4	386
UNIT 5	6.3	37.5	20.3	14.1	4.7	3.1	14.1	64
TOTAL	122	620	348	189	89	103	560	2031
% of TOTAL	6.0	30.5	17.1	9.3	4.4	5.1	27.6	100.0

QUESTION 50: **C) The Department Encouraging Interest in Educational Activities**

Forty-eight per cent of the respondents expressed satisfaction whereas 19% indicated dissatisfaction. (Thirty-four per cent responded "don't knows".) Present trustees and Board staff were the most satisfied. Past trustees (28%), especially in Unit 1 (40%), teachers (26%), and students (23%) were the most dissatisfied. In general, respondents in Unit 5 were the most satisfied whereas respondents in Unit 3 were the most dissatisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	4.3	25.6	14.5	7.0	4.6	4.3	39.7	1250
NON-PARENTS	11.3	34.0	17.0	3.8	1.9	3.8	28.3	53
STUDENTS	4.2	21.0	21.8	11.3	6.3	5.0	30.3	238
TEACHERS	3.6	27.6	21.8	13.3	6.1	7.0	20.6	330
PRESENT TRUSTEES	7.9	41.3	22.2	7.9	1.6	1.6	17.5	63
PAST TRUSTEES	4.5	22.4	23.9	11.9	10.4	6.0	20.9	67
BOARD STAFF	6.7	40.0	16.7	6.7	0.0	10.0	20.0	30
TOTAL	92	532	349	175	102	99	682	2031
% of TOTAL	4.5	26.2	17.2	8.6	5.0	4.9	33.6	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	5.7	30.7	16.1	8.8	3.8	4.2	30.7	261
UNIT 2	3.7	26.9	18.7	7.2	4.8	2.6	36.2	461
UNIT 3	4.7	24.2	16.3	8.7	5.8	6.1	34.2	859
UNIT 4	4.4	24.9	17.6	9.6	4.7	5.7	33.2	386
UNIT 5	4.7	37.5	20.3	10.9	3.1	3.1	20.3	64
TOTAL	92	532	349	175	102	99	682	2031
% of TOTAL	4.5	26.2	17.2	8.6	5.0	4.9	33.6	100.0

QUESTION 51: HOW SATISFIED ARE YOU WITH...?

A) The School Encouraging Use of School Facilities

Seventy-five per cent of the respondents expressed satisfaction with how well the school encourages the use of facilities. Dissatisfaction was indicated by approximately 15%. While teachers were the most satisfied, past trustees were the least satisfied. Respondents in general were the most satisfied in Unit 1 and the most dissatisfied in Unit 4.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	17.2	44.0	11.4	5.2	5.7	4.5	12.0	1250
NON-PARENTS	9.4	43.4	17.0	1.9	1.9	7.5	18.9	53
STUDENTS	26.5	37.8	15.5	4.6	4.6	5.5	5.5	238
TEACHERS	18.8	50.0	15.8	7.6	2.4	2.1	3.3	330
PRESENT TRUSTEES	15.9	58.7	7.9	6.3	4.8	3.2	3.2	63
PAST TRUSTEES	9.0	40.3	19.4	3.0	16.4	3.0	9.0	67
BOARD STAFF	10.0	50.0	16.7	6.7	3.3	3.3	10.0	30
TOTAL	364	907	264	110	106	85	195	2031
% of TOTAL	17.9	44.7	13.0	5.4	5.2	4.2	9.6	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	23.0	48.7	10.7	4.6	3.8	1.1	8.0	261
UNIT 2	16.1	47.1	12.8	5.6	4.8	2.6	11.1	461
UNIT 3	18.5	44.4	13.5	4.4	4.8	4.4	10.0	859
UNIT 4	15.0	38.3	14.5	8.3	7.5	7.5	8.8	386
UNIT 5	20.3	53.1	7.8	3.1	6.3	4.7	4.7	64
TOTAL	364	907	264	110	106	85	195	2031
% of TOTAL	17.9	44.7	13.0	5.4	5.2	4.2	9.6	100.0

QUESTION 51: B) The School Board Encouraging Use of School Facilities

Approximately 52% of the respondents expressed satisfaction with how well the school board encourages the use of facilities with 19% indicating dissatisfaction. Teachers, present trustees, and Board staff were the most satisfied whereas past trustees recorded the highest degree of dissatisfaction (33%), especially in Units 3 and 4. Respondents in Units 1 and 5 were the most satisfied while Unit 4 expressed the most dissatisfaction, with trustees (36%) and Board staff (29%) in Unit 4 particularly dissatisfied.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	6.2	26.6	12.6	6.7	6.4	5.5	35.8	1250
NON-PARENTS	5.7	41.5	15.1	1.9	3.8	7.5	24.5	53
STUDENTS	6.3	22.7	16.8	13.0	5.9	8.0	27.3	238
TEACHERS	11.2	40.6	19.7	7.0	4.5	3.6	13.3	330
PRESENT TRUSTEES	23.8	49.2	11.1	4.8	3.2	4.8	3.2	63
PAST TRUSTEES	6.0	40.3	13.4	7.5	16.4	9.0	7.5	67
BOARD STAFF	33.3	40.0	6.7	3.3	3.3	3.3	10.0	30
TOTAL	162	613	289	148	125	114	580	2031
% of TOTAL	8.0	30.2	14.2	7.3	6.2	5.6	28.6	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	16.9	36.8	13.4	6.5	1.9	2.3	22.2	261
UNIT 2	9.5	33.8	14.3	6.1	5.2	2.2	28.9	461
UNIT 3	6.2	27.7	13.3	7.8	6.1	6.2	32.8	859
UNIT 4	3.9	24.9	16.3	8.3	10.1	10.9	25.6	386
UNIT 5	9.4	42.2	17.2	6.3	7.8	4.7	12.5	64
TOTAL	162	613	289	148	125	114	580	2031
% of TOTAL	8.0	30.2	14.2	7.3	6.2	5.6	28.6	100.0

QUESTION 51: C) The Department Encouraging Use of School Facilities

Forty-five per cent of the respondents indicated satisfaction with how well the Department encourages the use of school facilities while 18% indicated dissatisfaction. (A very high percentage of individuals answered "don't know" to this question.) The most satisfied were present trustees, particularly in Unit 2, while past trustees indicated the highest level of dissatisfaction, especially in Units 5 (33%) and 4 (29%). In general, respondents in Unit 5 expressed the highest level of satisfaction whereas Unit 4 recorded the most dissatisfaction.

Respondents suggested the Department, the School Boards and the schools should collectively encourage the maximum use of facilities. Many parents felt that as taxpayers who "paid to build the schools", they should not be required to pay a high fee for their use.

PROVINCIAL SUMMARIES

By Category

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
PARENTS	4.6	25.1	11.4	6.4	5.4	5.3	41.8	1250
NON-PARENTS	7.5	41.5	15.1	0.0	1.9	7.5	26.4	53
STUDENTS	5.5	18.9	19.3	10.9	5.0	6.7	33.6	238
TEACHERS	5.2	30.6	18.2	7.6	3.9	4.2	30.3	330
PRESENT TRUSTEES	9.5	47.6	9.5	7.9	3.2	3.2	19.0	63
PAST TRUSTEES	6.0	25.4	17.9	6.0	11.9	7.5	25.4	67
BOARD STAFF	0.0	36.7	16.7	6.7	0.0	6.7	33.3	30
TOTAL	101	540	280	142	104	109	755	2031
% of TOTAL	5.0	26.6	13.8	7.0	5.1	5.4	37.2	100.0

By Unit

	VERY SATISFIED	SATISFIED	SLIGHTLY SATISFIED	SLIGHTLY DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	DON'T KNOW	TOTAL # OF RESPONSES
UNIT 1	9.6	31.0	15.7	7.3	3.1	2.3	31.0	261
UNIT 2	4.3	28.0	14.1	6.5	5.6	2.8	38.6	461
UNIT 3	4.8	24.4	11.8	7.8	4.7	6.4	40.2	859
UNIT 4	3.1	24.1	16.1	6.2	6.5	8.3	35.8	386
UNIT 5	4.7	42.2	17.2	3.1	7.8	4.7	20.3	64
TOTAL	101	540	280	142	104	109	755	2031
% of TOTAL	5.0	26.6	13.8	7.0	5.1	5.4	37.2	100.0

For readers of this report to get an overall picture of the results, we have ranked what each category and each unit has identified as the five areas which they are the most satisfied with and the five issues which they are the most dissatisfied. For further details, please refer to the preceding pages.

PROVINCIAL SUMMARY

MOST SATISFACTION

(1)	Access to principals and vice principals	(92%)
(2)	Access to teachers	(91%)
(3)	School maintenance	(91%)
(4)	School facilities - Instructional	(89%)
(5)	The School - Keeping you informed	(88%)

MOST DISSATISFACTION

(1)	Number of students in classes	(43%)
(2)	Amount of homework assigned	(40%)
(3)	How well the trustee makes himself/ herself known	(39%)
(4)	Number of teaching personnel	(35%)
(5)	School facilities - Lunch room	(34%)

PARENTS

MOST SATISFACTION

(1)	Access to principals and vice principals	(93%)
(2)	Access to teachers	(92%)
(3)	School maintenance	(91%)
(4)	School facilities - Instructional	(89%)
(5)	The School - Keeping you informed	(89%)

MOST DISSATISFACTION

(1)	How well the trustee makes himself/ herself known	(39%)
(2)	School facilities - Lunch room	(32%)
(3)	Access to minutes and agendas of school board meetings	(30%)
(4)	Funding for teaching personnel	(29%)
(5)	Funding for improved building and physical resources	(28%)

NON-PARENTS

MOST SATISFACTION

(1)	Availability of Art	(100%)
(2)	School facilities - Instructional	(83%)
(3)	School maintenance	(83%)
(4)	Availability of Physical Education	(81%)
(5)	Access to principals and vice principals	(81%)

MOST DISSATISFACTION

(1)	School Board - encouraging use of school facilities	(30%)
(2)	School facilities - Lunch room	(28%)
(3)	Access to minutes and agendas of school board meetings	(25%)
(4)	How well the trustee represents your views on the board	(23%)
(5)	Availability of Guidance/Counselling	(23%)

STUDENTS

MOST SATISFACTION

(1)	School facilities - Instructional	(92%)
(2)	School maintenance	(92%)
(3)	Availability of Physical Education	(92%)
(4)	Reporting of students' progress	(91%)
(5)	School - Keeping you informed	(89%)

MOST DISSATISFACTION

(1)	How well the trustee makes himself/ herself known	(46%)
(2)	How well you are informed of Board Elections	(40%)
(3)	Department - Providing you with the opportunity to make suggestions on its operation	(39%)
(4)	School Board - Providing you with the opportunity to make suggestions on its operation	(38%)
(5)	School facilities - Lunch room	(35%)

TEACHERS

MOST SATISFACTION

(1)	Access to teachers	(95%)
(2)	Quality of teaching	(92%)
(3)	Access to principals and vice principals	(92%)
(4)	School - Keeping you informed	(90%)
(5)	Selection of subjects available in Elementary	(89%)

MOST DISSATISFACTION

(1)	Funding for teaching personnel	(67%)
(2)	Availability of programs/services for the mentally handicapped	(57%)
(3)	Availability of programs/services for the learning disabled	(50%)
(4)	Funding for academic supplies	(49%)
(5)	School facilities - Instructional	(45%)

PRESENT TRUSTEES

MOST SATISFACTION

(1)	School Board - Encouraging use of school facilities	(99%)
(2)	School - Providing you with an opportunity to make suggestions into its operation	(96%)
(3)	School facilities - Instructional	(95%)
(4)	School maintenance	(95%)
(5)	Transportation for students	(92%)

MOST DISSATISFACTION

(1)	Availability of programs/services for the mentally handicapped	(54%)
(2)	Funding for teaching personnel	(48%)
(3)	Availability of programs/services for the learning disabled	(40%)
(4)	The term of office for trustees	(40%)
(5)	The number of trustees in each unit	(38%)

PAST TRUSTEES

MOST SATISFACTION

(1)	School facilities - Lunch room	(100%)
(2)	School maintenance	(91%)
(3)	Access to principals and vice principals	(90%)
(4)	How well informed you are of Board Elections	(90%)
(5)	Accessibility of school board staff	(88%)

MOST DISSATISFACTION

(1)	Term of office for trustees	(52%)
(2)	Funding for teaching personnel	(42%)
(3)	Availability of Physical Education	(37%)
(4)	Time professional Development days are held	(37%)
(5)	Access to minutes and agendas of school board meetings	(37%)

BOARD STAFF

MOST SATISFACTION

(1)	Availability of Physical Education	(97%)
(2)	Access to principals and vice principals	(97%)
(3)	Quality of teaching	(97%)
(4)	Accessibility of school board staff	(93%)
(5)	Quality of service from school board staff	(93%)

MOST DISSATISFACTION

(1)	Planning for future needs in education	(67%)
(2)	Funding for academic supplies	(63%)
(3)	Availability of programs/services for the gifted children	(53%)
(4)	Availability of Guidance/Counselling	(47%)
(5)	Funding for teaching personnel	(47%)

UNIT 1

MOST SATISFACTION

(1)	School Maintenance	(95%)
(2)	Access to principals and vice principals	(94%)
(3)	School facilities - Instructional	(92%)
(4)	Transportation for students	(91%)
(5)	Reporting of students' progress	(91%)

MOST DISSATISFACTION

(1)	Number of students in classes	(49%)
(2)	How well the trustee makes himself/ herself known	(40%)
(3)	Amount of homework assigned	(38%)
(4)	Access to minutes and agendas of school board meetings	(33%)
(5)	Number of instructional days per year	(32%)

UNIT 2

MOST SATISFACTION

(1)	Access to principals and vice principals	(94%)
(2)	Access to teachers	(93%)
(3)	School facilities - Instructional	(92%)
(4)	School maintenance	(90%)
(5)	Quality of teaching	(90%)

MOST DISSATISFACTION

(1)	Number of students in classes	(55%)
(2)	Amount of homework assigned	(36%)
(3)	How well the trustee makes himself/ herself known	(35%)
(4)	Funding for teaching personnel	(34%)
(5)	School facilities - Lunch room	(33%)

UNIT 3

MOST SATISFACTION

(1)	Access to teachers	(91%)
(2)	Access to principals and vice principals	(91%)
(3)	School maintenance	(91%)
(4)	School - Keeping you informed	(89%)
(5)	School facilities - Instructional	(89%)

MOST DISSATISFACTION

(1)	Number of students in classes	(68%)
(2)	How well the trustee makes himself/ herself known	(42%)
(3)	Amount of homework assigned	(40%)
(4)	Number of professional development days	(40%)
(5)	Funding for teaching personnel	(38%)

UNIT 4

MOST SATISFACTION

(1)	Access to principals and vice principals	(90%)
(2)	School maintenance	(87%)
(3)	Reporting of students' progress	(87%)
(4)	School - Keeping you informed	(85%)
(5)	Quality of teaching	(85%)

MOST DISSATISFACTION

(1)	Number of students in classes	(52%)
(2)	Amount of homework assigned	(40%)
(3)	Availability of programs/services for the learning disabled	(39%)
(4)	Availability of Art	(39%)
(5)	How well the trustee makes himself/ herself known	(38%)

UNIT 5

MOST SATISFACTION

(1)	School facilities - Instructional	(92%)
(2)	School facilities - Recreational	(92%)
(3)	School maintenance	(92%)
(4)	Reporting of students' progress	(92%)
(5)	Transportation for students	(92%)

MOST DISSATISFACTION

(1)	Number of trustees in each unit	(42%)
(2)	Number of students in classes	(41%)
(3)	Accessibility of trustees	(40%)
(4)	Funding for teaching personnel	(34%)
(5)	Amount of homework assigned	(32%)

CHAPTER FOUR

The Recommendations
. . .Meeting the Needs

THE RECOMMENDATIONS...MEETING THE NEEDS

"Nothing ever built arose to touch the skies unless some man dreamed that it should, some man believed that it could, and some man willed that it must."

Charles F. Kettering

INTRODUCTION

The purpose of this review was not to search for "scapegoats" to blame for all that might be "wrong" with education but rather, to hopefully begin the dialogue and the process of formulating a strategic vision for our Island education system, to commence the design of a "shared vision" or purpose - to complete our unfinished agenda of 1972.

As in other parts of the world, Prince Edward Island has experienced dramatic changes in education over the last twenty years. We have witnessed, perhaps to a lesser degree, the decline in the once consistent, strong, complementary support from the home, the church and the community. The substantial autonomy enjoyed for over 200 years by educators is now threatened. Today we are operating in a vastly changed set of social and economic circumstances with frequently divergent expectations and achievements.

To suggest that there is not "room for improvement" in education on Prince Edward Island would be as erroneous and misleading as it would be to think that we are suddenly "doing a lot of bad things". In fact, many would agree that "schools today conduct business pretty much as they did when you and I went to school, and herein lies the trouble. During the first decade or two of the century, in both Canada and the United States, about one child in eight entered high school. Today, it is the rare child who does not go on to secondary education...Educating all of the children of all of the people is no longer something for tomorrow. That challenge is now with us, and it is a challenge demanding our very best in both ideas and strategies".8

For the past ten months I have had an opportunity to talk with hundreds of Islanders, study in excess of one hundred submissions, analyze more than two thousand questionnaires and review numerous books and articles on education in general and education reform in particular. This exercise has led me to formulate a series of underlying principles which have fundamentally influenced my recommendations. These principles should serve as a guide in the implementation of my recommendations by the the Minister of Education and the education community:

1. to recognize the fundamental importance of education in the social and economic future of the Province;
2. to establish the basic goals and objectives for education in Prince Edward Island to meet changing needs which will help us to know our mission and understand what we are trying to achieve;
3. to provide equality of opportunity for a meaningful education for all Island children which will help facilitate the uniform delivery of a superior education for our children;
4. to recognize and address our changing expectations and demands of education;
5. to establish schools with a clear and vital mission;
6. to continue to improve the quality of teaching by providing new challenges, new opportunities, and constructive evaluations for our teaching profession;
7. to continue to upgrade and improve the leadership and management skills of principals and vice-principals throughout the Province;

8. to recognize and facilitate a greater opportunity for the constructive involvement and input of parents;

9. to regard the education system of Prince Edward Island as a single system - not five autonomous systems;

10. to facilitate the consistent, effective, and efficient operation of the "System";

11. to encourage the attitude that we should always strive to improve, revitalize and renew our education system.

It is within this frame of reference that the following recommendations are presented in response to the desires, expectations, and requirements of Prince Edward Island society; to commence the design of a strategic vision for the education system of Prince Edward Island; to begin meeting the needs... The reader is cautioned that the development of the final recommendations was based on a number of sources - not just the questionnaire and/or the more than 100 submissions.

Kindergarten

"the first years of formal schooling are crucial...each level of learning depends upon the other...if students make a poor beginning, prospects for future academic progress are diminished. Education is a seamless web." (Boyer: 1983)

In 1977 the Province commissioned the Ontario Institute for Studies in Education "to study the feasibility of implementing a public kindergarten program". At that time a voluntary program operated by the private sector with a 20% subsidy from the Department of Social Services was recommended. Implicit in the recommendations was that "the Department of Education not deliver a kindergarten program".

Seven years later, parents and teachers continue to express dissatisfaction with the absence of a provincial kindergarten. Many parents indicated that they either do not have immediate access or cannot afford to send their children to private kindergartens. Teachers have also indicated that classes are too large to work with children of such diverse backgrounds, some of whom have attended kindergarten.

In an effort to deal with this situation within the framework and jurisdiction of the Department of Education, it is recommended that:

1. the Department reaccess their potential involvement in the provision of kindergarten by the fall of 1985;
2. the pupil/teacher ratio be lowered at the early elementary grades by September, 1986.

Age of Entry

In order to bring the Province's policy on school admission in line with other parts of Canada and in an attempt to reduce problems for children entering school at "too early an age", it is recommended that:

3. the Province revise its policy regarding age of entry from six years as of January 31st to six years as of October 31st.

Non-gradedness

Few would deny that the early elementary grades are the foundation of our education. While problems appear to exist at the elementary level, it is clearly beyond the capabilities of this Commission within a limited time frame to recommend action in this area. However, it is recommended that:

4. non-gradedness be discussed in the context of the Report of the Ministerial Advisory Committee on Curriculum.

Standardized Content

It is rather ironic at a time when Premiers and Ministers of Education strive for a more consistent curricula at the regional and national levels that the people of Prince Edward

Island should urge for "similar subject content - similar level of expectations" on a unit and provincial basis. Some have even expressed concern regarding the teaching of unauthorized programs within our Island schools.

In an effort to address these concerns, it is recommended that:

5. the Department of Education aggressively evaluate programs to identify inconsistencies and violations to ensure adherence to departmental guidelines;

6. action be taken by the Department to ensure the modification or removal of unauthorized programs and the development of guidelines where they are not currently available. This exercise should not be viewed as a "one-time event" and should be conducted in conjunction with formal school reviews.

Student Evaluation

While the arguments for and against provincial examinations rage on, few would deny that while such exams may demand too much of students, in the recent past we may have demanded too little. As mentioned earlier, the Canadian Test of Basic Skills is the only test administered province-wide in grades 3, 6, and 9. While there appears to be a movement among some of the Boards to upgrade student evaluation, Unit 2 in particular, much is yet to be done. It is recommended that the Department in co-operation with the P. E. I. Teachers' Federation and the five Administrative Units:

7. develop a policy and guidelines for the testing and evaluation of Island students;

8. ensure the provision of ongoing inservice for both administrators and teachers regarding testing;

9. provide the leadership and direction for the provision, as a minimum, of unit-wide evaluation;

10. give serious consideration to the implementation of provincial examinations in selected areas This is not to suggest that we need to return to the identical procedures of the past, but rather to begin the very serious discussions of "some uniform instrument to measure competency". Such tests will help certify students' credentials, identify the need for remedial intervention, and help identify opportunities for advanced or accelerated work. We need quantifiable evidence of students' readiness for further study.

Gifted

Some studies have indicated that 2-5% of the students at any given grade level can be identified as gifted while another 20% are sufficiently advanced in basic skills to benefit from enrichment beyond that which the busy classroom teacher can provide. (In a class of 24 students, we would be discussing five to six students.)

Approximately 29% of those surveyed in the questionnaire expressed dissatisfaction regarding our efforts to meet the needs of the gifted. Teachers expressed the highest dissatisfaction with 56% followed closely by Trustees and Board staff.

Unfortunately, many of us have the feeling that because children are "gifted" they will "get by on their own" and as a result, we have tended to focus our efforts toward the other end of the scale. Some expressed the concern and fear that our "gifted" are the most short-changed in our education system. However, many exciting and innovative programs are being developed across Canada such as in District 62 in British Columbia. (Note Appendix 5 .)

To help facilitate the development of programs for the gifted, it is recommended that:

11. serious efforts be made by the Department and the School Boards to identify children who are gifted;

12. concurrently, provincial policies and programs should be developed to meet their needs. This would include a variety of differentiated educational programs which might include, for example, one-to-two-week programs offered by Holland College and the University of P. E. I. or the development of a volunteer mentor program.

Special Education

The low satisfaction expressed within the numerous briefs was strongly reaffirmed in the results of the questionnaire with approximately 30% expressing dissatisfaction with programs for children with learning difficulties. Fifty percent of teachers surveyed expressed dissatisfaction in this area and 20% of all respondents were dissatisfied with programs for the mentally handicapped.

Although both the Department of Education and the School Boards have made some very positive strides in this field over the past number of years, it would appear there is room for improvement.

Based on the numerous briefs and the results of the questionnaire, it is recommended that:

13. the Department of Education, in consultation with the Department of Social Services, parents, teachers, board staff, etc., ensure the development of an overall plan for the provision of all special education services in Prince Edward Island. Such a plan should include:

- a uniform definition of child development/special education

- clearly articulated provincial standards for selection and attendance

- the development of a uniform statement of qualifications for special education/ child development teachers

- provision of ongoing unit-based inservice programs for teachers and teacher aides

- establishment of a clearinghouse for special education materials, etc..

It is important to note that this list should not be viewed as exhaustive.

14. concurrently, a thorough analysis be conducted of all human resources and services required for the effective and efficient delivery of special education, including those services required from the Department of Social Services and other agencies;

15. the Department obtain the services of a full time Director of Special Education Services to work closely with both Board staff and senior officials of the Department of Social Services to ensure effective delivery of all special education services. This person would provide a key leadership role to ensure that services from the Department of Social Services are readily accessible within Island schools.

Learning Disabilities

It is recommended that:

16. the Department of Education move to fully implement the recommendations of the Advisory Committee on Learning Disabilities of June, 1980.

French Language Education

The results of the questionnaire tended to reaffirm some of the concerns expressed within the numerous submissions with a high level of dissatisfaction expressed by teachers in Unit 5. Their level of dissatisfaction was expressed in the following areas:

provision of funding for teaching personnel	100%
providing equality of opportunity	83%
level of funding for academic supplies	67%
overall leadership and direction from the Department	33%
planning for future needs	17%

Although the level of dissatisfaction tended to be lower among the other categories surveyed, 77% of trustees and 21% of parents were dissatisfied with the provision of funding for teaching personnel.

Based on the eleven submissions and the results of the questionnaire, it is recommended that:

17. consideration be given to placing all French language schools under the administration of Unit 5. Needless to say this would require a reorganization of the Unit 5 School Board to ensure adequate representation on the Board from other francophone communities. Such a restructuring could also help to facilitate a greater sharing of human resources;

18. a distinct division be established within the Curriculum Division of the Department, with increased emphasis on the provision of assistance to French language schools;

19. the Department provide leadership in establishing a professional development plan for upgrading and retraining teachers in a francophone environment. Exchanges within the Maritimes should be encouraged;

20. a teacher resource/inservice centre modeled after the Little Red School House should be considered by the Board and teachers of Unit 5.

Another issue of critical concern to many francophones is the School Act Regulation concerning the number of students necessary to offer French education. Given that the francophone population is geographically dispersed, it is understandable why they consider this number to be too large. In light of this, it is recommended that:

21. the number of students required to offer French language education be reassessed.

Libraries

While the questionnaire did not specifically ask opinions on libraries, numerous people within all of the units (especially Unit 4) expressed dissatisfaction with the existing library service. There appears to be a strong perception that the quality of library service is deteriorating. "Many parents expressed the need for more diverse, updated library collections staffed by professionals, trained to use the material properly".

The erosion of full time, competent librarians and the underutilization of this facility are disturbing findings. A recent document on school libraries produced in Alberta indicated that "Research...shows that a school library, no matter how good the collection or how well staffed, is of limited value if it is simply additive, acting as a supplement to or enrichment of, the instructional program. To be both educationally and cost effective, the school library must be integrated with the school's instructional program so that it becomes a planned and purposeful learning laboratory."

Given the seriousness of this matter it is recommended that:

22. immediate action be taken by the Department of Education, in consultation with all levels of educational governance, to develop a policy, guidelines, procedures and standards for school libraries for implementation no later than September, 1986. Such a policy should include prescribed librarian/ student ratio, specifications for model library collections, qualifications of library staff, etc.;

Guidance

The results of the questionnaire and the input received in various briefs would lead me to believe that guidance counsellors are shockingly overloaded. It is little wonder that not much more than "fragmented advice" is available to students with counsellor/student ratios of 1:1300 students at the elementary level and 1:1100 at the junior and senior levels. (In the United States, at the senior level the ratio is 1:300.) With a 1:600 ratio, it would probably mean that a counsellor could see every student once a year and then only briefly. While similar problems of high ratios and the lack of policy statements outlining the provision of guidance prevail in other parts of Canada, some provinces are implementing aggressive measures to address this disturbing situation.

It is recommended that:

23. the Department of Education undertake the development of a policy for a comprehensive school counselling and guidance service. Such a policy should recognize the need for guidance services at every level of the system within workable ratios (1:500 elementary, 1:250 junior and senior high). A statement of counsellor qualifications should also be included which

would also ensure that counsellors have a demonstrated aptitude for the guidance and counselling profession;

24. guidance counsellors be removed from added teaching duties and, where necessary, their services shared among schools;

25. serious consideration be given to the provision of guidance services outside the pupil/teacher ratio. Effective guidance services must be regarded as an integral part of every school and not just a "frill" to be "traded off" in a period of restraint;

26. in addition, the Department ensure the systematic monitoring and evaluation of school counselling and guidance services.

Vocational Education

While not directly related to the mandate of the Commission, a number of persistent concerns continue to exist in Vocational Education. For this Commission, what is as equally disconcerting is that many of these concerns were addressed by the Ministerial Advisory Committee on Curriculum (MACC) in 1981. (Note Appendix 6.) Three years later it is apparent that much work is yet to be done. Although it may be difficult to achieve a consensus on the direction that high school vocational education should take, we must recognize the urgency of this matter.

A recent report by the Carnegie Foundation for the Advancement of Teaching has made some startling observations regarding vocational education - an "unfulfilled promise" -

> The problems faced by the comprehensive high schools were noticed with such regularity... that one cannot begin but wonder whether this institution has begun to outlive its original purpose. Especially with regard to vocational education,

> instruction must now be so specialized and the necessary equipment must be so sophisticated that it is difficult to create complete vocational programs in all of the high schools...9

The study went on to say that the most successful programs were not offered at comprehensive high schools but at specialized vocational schools.

While one may question the relevance of these findings to "voc-ed" in Prince Edward Island, this information is presented to provoke discussion regarding the direction we are taking and to highlight what in time may become critical issues of purpose, effectiveness, funding and delivery. We must address the goals of high school vocational education immediately! Critical questions such as - Are high school vocational programs synonomous with job training? Are the academic needs of vocational education students being met? If the program is designed for job training, can we afford to purchase and maintain all of the new equipment? How up to date will the skills of our graduates be if equipment is five to ten years old? What efforts are we taking to ensure that our teachers are "staying current"? Are we meeting the needs of provincial, regional and national industries?

From my perspective, this matter will require more than the involvement of educators. It will require input from both industry and labour because of the tremendous impact vocational education has on the economic future of this province.

Therefore it is recommended that:

27. the responsibility for the delivery of high school vocational education programs be assumed by the Department of Education by September, 1985;

28. after extensive consultation, the programs should be delivered by the School Boards by September, 1987, or earlier;

29. clearly articulated goals of high school vocational education be established prior to the School Boards assuming responsibility;

30. a strategic plan be developed to ensure the most efficient, cost-effective delivery of these programs prior to the School Boards assuming responsibility;

31. vocational programs be monitored and evaluated by the Department or a committee established by the Minister to ensure their effectiveness, continuing relevance and applicability.

Physical Education

While the majority of people appear to be satisfied with the delivery of physical education, it is apparent that many may not be sensitive to the concerns raised earlier. As a result, it is recommended that:

32. a policy be developed to address these concerns, in particular, pupil/teacher ratios, duration of classes, etc.;

33. in addition, immediate efforts should be taken by the Department of Education to ensure that Boards identify a program for sharing equipment within each unit. This program should be monitored by the Department. (Note Appendix 2.);

34. the Department ensure that each Board develop a plan for the efficient sharing of trained professionals... where appropriate Boards should consider short term exchanges.

Safety

It would be difficult, if not impossible, to substantiate each of the concerns raised under "Safety" within each of the units. However, with serious accidents occuring across North

America in the school system, it is worthy of note. We must be careful not to let "restraint or lack of money" jeopardize the safety of our children. We must be prepared to take an undefensive look at these concerns.

It is recommended that:

35. each School Board be requested to examine the issue of safety within their Board and make recommendations to the Minister of Education regarding particular areas of concerns. Cost estimates for improvements and changes should be included.

Community Use of Schools

Early in 1976 the Department of Education in co-operation with the then Departments of Agriculture and Forestry, Social Services, and Municipal Affairs, conducted a review of this matter. The terms of reference included:

a. to propose policies on accessibility of school facilities (buildings and buses) to community groups (both profit and non-profit);

b. to propose policies for government/school boards to underwrite/subsidize the direct and/or indirect costs involved in the use of these facilities;

c. the implications of adopting recommendations on a and b above.

The study was then forwarded to Treasury Board for direction.

One of the key observations of the review was that "actively encouraging the use of school facilities would lead to increased costs" in terms of custodians, the general operation of the facilities and the use of equipment. The study indicated that additional funding would have to be allocated to implement the majority of recommendations. (Note Appendix 7.) Little action was taken on the report because of the lack of additional funding, although community groups are now consulted on school construction.

Today, while many Islanders enjoy our excellent schools, the issues identified nearly nine years ago continue to persist. From my perspective, the basic conclusions and recommendations of that report are still valid - increased use of community facilities has a cost. The question is "Who is going to pay for it?" Government must decide whether additional funds should be made available to the Department of Education or within other line departments such as Community and Cultural Affairs. In order to obtain a better understanding of this issue today, it is recommended that:

36. each School Board prepare a detailed report which would include:

- list schools utilized by date and organization
- identify fees charged in each instance
- indicate who has been refused access and why
- include costs incurred by School Boards both direct and indirect, such as additional heating
- provide a statement of Board policies regarding use of facilities, etc.

This information should be used by the Department to update the 1976 report for consideration by government.

Key agencies "having a stake in community education" such as the Municipal governments and the Department of Community and Cultural Affairs must be involved in the process, as in 1976. Their involvement will also be necessary to prepare more accurate projections on other groups who may wish to use the facilities.

If the government does not have additional funds to put in place to actively encourage the use of facilities then, as a minimum, efforts should be made to ensure that School Board policies are uniform and consistently applied throughout the Province.

It is recommended that:

37. the Department of Education ensure the development of uniform policies, regulations and fee structures to be implemented by the Boards by September, 1985.

THE SCHOOL

"The biggest difference in improving schools will be made by bolstering the skills and morale of those already on the job."

Ernest L. Boyer

OUR TEACHING PROFESSION

Any discussion of our "unfinished agenda" of 1972 or indeed "meeting the needs of Prince Edward Island society" would be futile without the fundamental recognition that a key to successful change and improvement begins with the school and its staff. Changes to the delivery system without improvements in the operation of schools would be not much more than "tinkering with the system". Our ultimate objective must be the creation of dynamic schools with a clear and vital mission where teachers and administrators respond with competence and enthusiasm to each new challenge.

Few would deny that vast improvements were made in the seventies in both school facilities and the qualifications of our teaching profession; but we must not rest on our laurels! We must recognize that new ideas, new strategies, and new visions must be explored if we are to continue to provide a first class education. Circumstances have changed; our children no longer have the luxury of living and working on Prince Edward Island all of their lives. The education they receive here must be comparable to the world! Meeting their expectations with excellence must be our aim.

With over 70% of the teaching staff having acquired more than 10 years' experience, the profession is aging. As in other parts of the world, this will require the development of a thoughtful, ongoing process of renewal. We must find new methods to provide challenge, identify and reward the successful, help those who are not meeting the sometimes unreasonable demands of society, "build better bridges" between the school and the community and, develop a system based on mutual respect and trust. We must take advantage of this moment to be proactive to begin preventative maintenance - to break the spell of inertia! To commence this process, it is recommended that:

38. every effort continue to be made to ensure that the candidates entering the Bachelor of Education Program at the University of Prince Edward Island have achieved the highest academic standards and have shown an aptitude for teaching. During the program, the importance of their critical role as a teacher must be stressed;

39. new "rewards" be developed to recognize those teachers who excel in their profession. For example, consideration should be given to restructuring the pay scale to encourage merit pay, redistribution of administrative allowances or short-term leaves for curriculum development. Assuming that the method of evaluating teachers to determine merit pay is acceptable, such a system could help motivate teachers;

40. career ladders be developed to facilitate mobility and progression throughout the system and to utilize to the fullest all of our human resources;

41. reciprocal recognition of tenure be established throughout the Province to encourage mobility. This will necessitate the removal of the discretionary probationary period for teachers who have already been accorded tenure by another regional school board. While individual Boards will continue to be responsible for the day-to-day evaluation of teachers, **"core evaluation criteria" should be established and used consistently throughout the Province with evaluation regarded as the beginning of professional development.** Clearly, Boards will have to work together to ensure the integrity and acceptance of the "core" and in turn, the acceptance of each others evaluations of staff. Reciprocal recognition of tenure will help to focus attention on the need for "effective teacher evaluation as a continuous process for the duration of a teacher's career" throughout our Province. It will help to encourage teachers to seek appointments to renew themselves by trying new assignments;

42. a comprehensive **provincial plan for mobility** be established to encourage the ongoing growth and development of the teaching profession. Such a plan should include (apart from leaves of absence, part-time teaching, and early retirement) the provision of mandatory transfers and/or change of assignments within a Board within a five-year period. Transfers could provide not only an opportunity to teach within a different school environment but also encourage teaching at another grade level. Exchanges between Boards for both short and long terms should be pursued. Both

transfers and exchanges must be part of the professional development of each individual teacher, designed to enhance their ongoing learning--not just mobility for mobility's sake! Transfers must not be used as a method to move "problems" from one school to another;

43. an overall stragegy for the professional development of all teachers be instituted by the partners in education. Teachers must become more proactive, particularly at the school level, to identify short and long-term developmental needs;

44. a forum similar to the Little Red School House be considered by the Board and teachers of each Unit;

45. a provincial "professional development fund" be established whereby individual schools could apply to obtain assistance for components of their program. Acceptance would be based on a set of rigorous criteria.

School Administration

Many Islanders readily admit that the success of a school system depends to a very large extent on the quality of the administration. The principal and vice-principal are key! Today, there is growing controversy surrounding both the role of principal and the need for "higher qualifications" to obtain an administrative position. Historically, teachers were appointed to administrative positions as a "reward" for excellent teaching. However, most administrators would now admit that the skills required in their current role are far removed from those acquired in the classroom. Many manage schools valued in excess of a million dollars, supervise more than twenty professionals and deal with, at times, very sensitive issues which could impact on an entire community. Their potential influence is tremendous and yet, have we "done enough" to improve their leadership and management skills?

Today, perhaps more than ever, we must be assured that we are doing everything we can to "renew" those on the job and improve the qualifications of those entering administrative positions--to build an administrative team who can combat the problems of today and effectively plan for tomorrow.

It is recommended that:

46. certification requirements for positions of responsibility beyond that of a classroom teacher be established, including positions within the School Boards and the Department of Education;

47. implicit in this recommendation is the establishment of a "Block Program" of compulsory courses. The completion of such courses or an equivalent program would be a prerequisite for advancement to the next successive level. (For example, from vice-principal to principal might require several additional courses in administration and leadership.) Individuals must apply to take this program and will be accepted only after meeting high standards;

48. a long-term "Professional Development Plan for Administrators", complementary to the plan designed for teachers, be established by the partners in education. This plan would include the provision of both province-wide and unit-wide activities. Short-term visitations or exchanges between schools should be actively encouraged. Administrators currently "on-the-job" must be encouraged to play a lead role to identify components for both the "Block Program" and the "Professional Development Plan" to help identify needs based on their experiences;

their experiences;

49. a comprehensive provincial plan for mobility of administrators once every five years within each Unit and/or Province be implemented.

50. Administrators be required to return to "teaching" for a period of time (possibly part-time), every five years. Apart from the obvious advantages for the administrator, this will also help facilitate the entrance of "new blood" into the system.

THE SCHOOL BOARD

The questionnaire tended to reaffirm many of the comments presented to the Commission in the numerous briefs with respect to the continued existence of the five Administrative Units. It would appear that with modification this system could continue to function quite well while better representing the views of those involved with the system. If we support the concept of effective and efficient local control vested in the five Boards of Trustees, then we must make every effort to "educate trustees" to help them deal with issues much larger than those confronted in our "two-room schools". Therefore, it is recommended that:

Education

51. the Association of School Boards be given the assignment to provide the key leadership role in consultation with the Department of Education and the Boards of Trustees, for the education of the general public and the ongoing professional development of trustees. Special emphasis must be placed on the role and function of trustees and the operation of the board system in general;

School Board Elections

52. the organization and administration of School Board Elections be assigned to the Association of School Boards in co-operation with the P.E.I. Federation of Home & School Associations;

Trustee Elections

53. trustees continue to be elected, acclaimed and appointed in accordance with the existing criteria;

54. if a trustee dies, resigns or is removed from office, a by-election should be held;

55. the number of trustees in Units 1, 2, 3, and 4 remain at 15 and in Unit 5 be reduced to 7;

Term of Office

56. the term of office be reduced to three years;

57. all trustees be elected every three years;

58. consideration should be given to changing the date of the election to April or early May when attention is more "focused on the school";

59. the number of "successive terms" a trustee may hold office be restricted to two terms;

60. the Minister of Education appoint one person from the Department to each of the five Boards of Trustees to serve as a liason/resource person with the right to sit on all committees and attend all meetings. This would assist the Minister of Education in being better informed and would ensure each Board improved communication with the Department. This appointment should be ratified by the respective Boards;

Duties of Trustees

61. each School Board develop an overall plan, in consultation with the Association of School Boards, to ensure trustees have the opportunity to stay more in tune with the views of their constituents and that communication in general is improved;

62. School Board meetings be open to the public with an increased effort made to inform parents, teachers, etc., of the agenda items. The practice of rotating the location of meetings should continue to be encouraged;

63. Travel Regulations be modified to ensure compensation for Trustees to attend activities within their zone such as Home and School and Consultation Committees, etc., which will help trustees to be more accessible and informed;

64. trustees meet informally with the Minister of Education at least twice a year to discuss matters of mutual interest. The Association of School Boards should be responsible for the organization of these meetings and should work with Department officials to develop a "brief agenda";

Administration

65. professional staff within the School Boards (superintendents, assistant superintendents, consultants) apart from those involved in finance and transportation be required to complete the "Block Program" or an equivalent program;

66. contracts for the above employees not exceed a five year term except under very extenuating circumstances. "Successive contracts" should be strongly avoided;

67. the pay scale for professional staff within the Board offices be restructured to take into consideration not only academic qualifications but the number of students and teachers and to provide merit pay for superior performance;

General Operation of the Units

68. the School Boards in conjunction with budget submissions submit a five year plan to the Department of Education for approval. This would ensure the Unit Plan is in keeping with the goals and priorities of the government for education;

General Operation of School Boards The School Act

69. a general assignment of purpose and duties be written into the School Act regarding the operation of School Boards.

THE DEPARTMENT OF EDUCATION/GENERAL OPERATION

For as much as consolidation changed the delivery of education in the "little red school house" and the local community, it had perhaps an even greater impact on the Department of Education. In many respects, it would appear that a tremendous amount of control and authority was left "hanging in uncertainty". In that vacuum, it was absorbed within each of the five Administrative Units, to greater and lesser degrees. While it is true the Department controls the purse strings and approves curriculum, it no longer exercises much influence over the quality of teaching or student achievement which, after all, is the ultimate purpose of education - What did Kelly and Andy learn today?

Yet, many Islanders believe that the Minister of Education "controls" education and if you have a problem she/he will be able to help you. Many have learned that such is not the case. With this backdrop it is not at all surprising that one principal would say "the Department has given away all of its power and can do little more than tinker with the curriculum".

In many respects what appears to have happened is the evolution of five autonomous, almost "sovereign" systems. As one trustee indicated, "All we want is the money from the Department; then just leave us alone!"

Undoubtedly, the current situation is of consternation for many parents and probably some officials within the Department. On the one hand there is a desire to ensure effective teaching, high calibre programs, superior student achievement, etc., consistently across the Province and yet on the other hand with a very small Department staff, there is a tendency to be spread too thin. A somewhat impossible situation can be created without clearly articulated goals, the lack of long-term planning and meagre travel budgets "to get around the Island". The Department has been repeatedly chastised during this review for conducting studies and leaving them on the shelf, for being slow to act and for communicating poorly to keep the key players informed of their progress. It is little wonder many teachers feel a closer alliance with Board-based help and plead for the Department Curriculum Consultants "to get out in the schools more often".

The fundamental question is," Do we want this practice to continue or do Islanders want to be assured that an elementary school in Tignish functions very much the same as one in West Royalty?" When you consider Prince Edward Island has fewer students and teachers than Halifax County School Board which does not include Halifax and Dartmouth proper, it presents an interesting dilemma. For this author, it is clear the Department must aggressively begin to provide the fundamental leadership and vision our education system requires to carry all Island children forward into the next century! Tomorrow is too late!

It is recommended that the Department of Education in consultation with the P. E. I. Teachers' Federation and the five Administrative Units:

70. develop an appropriate statement of goals for the 1980's;

71. develop a mechanism to ensure that such goals are reviewed,

refined, and modified to address the needs of a rapidly changing society;

72. develop a five-year plan to be reviewed and updated annually which would establish program priorities and policies to be developed and which would include a mechanism for an annual review;

73. develop a mechanism through which the statement of goals, the program priorities and plolicies would be communicated to the educational community;

74. conduct a thorough review of human resource requirements of the Department with the recognition that we must take a practical, undefensive look at budgets if the Department is to achieve the stated goals and implement the established program priorities and policies;

75. establish an effective and efficient staff complement within the Department so that duplication of manpower becomes unnecessary at the school board level;

76. future appointments to the Department, in those positions dealing directly with schools, (Program Development and Education Services Divisions) should not exceed a five-year term and if possible, should be secondments for the specific "life of a project" not to exceed five years. For example, a teacher or some other professional might be seconded to the Department for six months to develop a policy on multiculturalism - such secondments will necessitate a restructuring of salary scales within the Department to take into consideration present working conditions (time

worked) for teachers and board consultants;

77. a rotating system of school evaluation be put in place - whereby teams would visit a school for one to three weeks, depending upon size, to conduct a comprehensive evaluation of all aspects of the school. Based on this, they would receive a one, two, or three-year evaluation with three being the highest. This would signify that they are doing an excellent job and unless some very extenuating incident occurred, they would not be evaluated by the Department's Team for three years. If problems were uncovered, the Department would work with the particular Board and and school to rectify the matter;

78. consideration be given to the establishment of staffing models for each school which would ensure uniform access to certain services; for example, all schools with an enrollment of 400 students must have the services of .8 of a guidance counsellor, etc. This will help encourage "equality of education province-wide". This could clearly have an impact on the grants to small schools, resource teachers, teacher aides, guidance counsellors and librarians, etc..

Department Programs and Policies

Human Rights/ Multiculturalism

It is recommended that the Department of Education ensure the:

79. development of a Human Rights Policy which would recognize both the cultural diversity and fundamental rights of our Island population.

Private Schools

Given that parents of private school students presently support both public and private schools and that private schools can offer a viable alternative to the public school system, it is recommended that:

80. arrangements be made to allow for tuition payments to such private schools to be tax deductible for provincial income tax purposes to a maximum of five hundred dollars ($500.00) per year.

Substitute Teachers

In recognition of the important role performed by substitute teachers, it is recommended that:

81. the per diem rate be nominally increased;

82. where a substitute teacher is required to fill a vacancy for the same teacher for more than ten consecutive school days, parity should be granted based on his/her qualifications.

COMMUNICATION/PARTICIPATION

Parental Participation In Education

In an effort to more fully encourage the involvement of parents in education, it is recommended that:

83. the principal be responsible for ensuring that there is active parental involvement in the school;

84. wherever possible, a local Home & School Association should be the primary means for parental involvement in their children's education;

85. where the formation of a local Home & School Association may not be possible or feasible (for example, at the senior

high school level), a School Consultation Committee or School Council be established which would provide parental participation by representation;

86. all meetings be open to the public.

Through such forums, parents and teachers would be expected to work together to define the goals and objectives for the school and the means by which the professional staff would achieve them. Parents should be informed about the school's curriculum, the school's needs and how they can help to make the school and the home a happy and meaningful learning environment for children.

Each year the teachers and the administration should provide an assessment of its success or failure in achieving stated objectives which should include an analysis of the reasons for the failure to succeed. They should also be required to indicate their plans for improvement.

Other school policies and programs would be reviewed at monthly meetings including topics such as school security, promotion policies, parent/teacher interviews, introduction to new curriculum, and the support for extracurricular activities, etc. Parents must be involved.

Parents who are kept informed and involved with their children's school life become the best supporters of education. Principals and teachers must create and maintain parental involvement and support. This is in the best interest of children, the teachers and the parents.

87. In reference to my earlier recommendation on the evaluation of schools, proof of parent/teacher communication and parental involvement through an active Home & School Association, Committee or Council should be one of the criteria in the evaluation process.

If parental involvement is to be maintained at an effective level then it requires the support of a stable organization that can give leadership, program information, and be an independent resource to parents and teachers. The Department of Education must recognize that this support can only come about if such an independent organization has sufficient funding to maintain a provincial office with minimum staff. Therefore, it is recommended:

88. the Minister meet with representatives of the P. E. I. Federation of Home & School Associations in order to establish adequate funding arrangements that would create such an important educational resource in the Province.

Choice of Schools

In addition, it is recommended:

89. parents be free to choose the school that their children attend provided the school chosen has space without being forced to refuse admittance to students living within the area designated as primarily served by that particular school.

Women

The underrepresentation of women in administrative positions within the school system is not unique to Prince Edward Island. It should be noted however, that some fairly aggressive actions have been taken by at least two of the Ministries of Education across Canada.

In Nova Scotia, Hon. Terence Donahoe wrote to all the provinces' school board chairpersons, members, superintendents and school principals asking their help to rectify the "administrative imbalance" of women. The Minister has urged that those concerned with promotions ensure that more capable women are "invited" to apply to become leaders in school districts and are encouraged to plan senior careers.

In Ontario, Education Minister Bette Stephenson said she will get tough with school boards that don't promote women teachers, starting by making all 186 Ontario school boards provide figures on the job status of women employees and that she will start vigorously requesting school boards for formal affirmative action programs with goals and timetables for hiring women teachers in top jobs.

While the attitude of many of those in positions of authority is that "nothing precludes women from applying for senior positions", most successful female administrators will readily admit that they were "encouraged" or "invited" to apply by another administrator.

Without a more proactive role by the Boards and the Department of Education, it is very unlikely that this imbalance will change substantially. With 58% of our teaching profession composed of women and only 6% of the positions of principal and 24% of the vice-principal positions held by women, it is recommended:

90. the Minister of Education request each of the five School Boards to provide statistics on the job status of women employees;

91. each School Board be directed develop an affirmative action program with goals for hiring highly qualified and competent female teachers in senior administrative positions;

92. the Department of Education monitor and evaluate on an ongoing basis the successful implementation of the School Boards' Programs;

93. the Department of Education provide the necessary leadership by encouraging seminars, exchanges, etc., specifically designed for "potential women administrators".

CHAPTER FIVE

A Final Word

A FINAL WORD

As mentioned earlier, substantial progress was made during the 1970's in terms of constructing new schools and improving teacher qualifications. Few would deny that the architects of these changes demonstrated courage in challenging our traditions of more than one hundred years. For those who pursue the recommendations of this Commission - to complete our unfinished agenda - the same courage, fortitude, and vision will be necessary!

Although Islanders deserve a great deal of credit for the importance they have placed on education in the past, it is vital for the people of Prince Edward Island to avoid glorifying past accomplishments. Now is the time to look to the future - to begin the dialogue and the process of formulating a strategic vision for our education system for the next decade!

We must begin to breakdown the "we/they barriers"; to develop an "esprit de corps" to meet the demands of today and the challenges of tomorrow; to seek creative solutions not create obstacles; and, to maximize our advantages not dwell on our disadvantages!

Implementation will require good will and the support of the education community. Therefore, it is recommended:

> 94. A **Steering Committee** composed of representatives from the education community be established to develop a detailed implementation plan for consideration by Government.

Clearly, there are financial considerations to many of the recommendations designed to achieve excellence. **"Excellence costs, but in the long run mediocrity costs far more."**10

Appendices

Appendix 1: Excerpts from the Memorandum of Agreement
Appendix 2: Sharing Physical Education Equipment
Appendix 3: Education, Tenure and Mobility
Appendix 4: The Questionnaire
Appendix 5: Mentors for the Gifted
Appendix 6: Vocational Education
Appendix 7: Community Use of Schools
Appendix 8: Summary of Recommendations

APPENDIX 1

EXCERPTS FROM THE MEMORANDUM OF AGREEMENT

EXCERPTS FROM THE MEMORANDUM OF AGREEMENT

Administration

- Minimum qualifications of principals for the term of this agreement shall be:

  1. Certificate V
  2. At least one course in School Administration
  3. At least four (4) years of teaching experience, two (2) years of which should be at the level administered

- Subject to 9:02(c), minimum qualifications for vice-principals for the term of this agreement shall be:

  1. Certificate V
  2. At least one course in School Administration
  3. At least three (3) years teaching experience

- Teachers who do not meet the conditions stated in Section 9:02(b)2 must obtain such course prior to the commencement of the second year of employment as a vice-principal

- Principals and Vice-Principals who do not meet the minimum requirements under (a) and (b) of this sub-section and who were hired prior to the signing of this agreement may continue in their present position within the Regional Administrative Unit. They must, in subsequent years, show evidence to the Board that they are attempting to reach minimum qualifications.

- Minimum qualifications for program consultants for the term of this agreement shall be:

  1. Certificate V
  2. At least four years teaching experience

- All appointments to administrative postitions shall be for the period of one school year. However, unless notification as outlined in 9:06 is served, the appointment to an administrative position shall continue **in force from year to year.**

The Collective Agreement also outlines the provisions relating to professional development days:

Professional Development

- Regional School Boards shall grant 3 days per year to teachers to attend professional workshops or conventions arranged by or under the auspices of the authorized representative of the instructional personnel. In addition, 2 days per year shall be granted for professional workshops arranged jointly by the authorized representative and school board

- The responsibilities for the planning of the programs and the financing of these programs for the two additional days per year for professional workshops arranged jointly by the authorized representative and school boards shall be shared equally by the parties involved

- The parties to this agreement recognize that up to one of these may be used to mount a professional development needs assessment program

- In lieu of participation in the educational activities described above, a teacher may utilize the time allotted for the activity to engage in personal professional development. Permission to engage in a personal professional development activity in lieu of an activity planned above may be granted by the Regional School Board provided the teacher submits a written application to the Superintendent of Education at least fifteen days prior to the date of the activity planned. The written application shall contain a full description of the personal professional development activity planned and an indication of proposed followup activity.

Boards have made efforts to provide a mechanism which would facilitate opportunities for new challenges for teachers with programs such as

Leave of Absence, Deferred Salary Plan and Teacher Exchanges.

Teacher Mobility and New Opportunity

- The Regional School Board may, upon such terms as it deems advisable, grant a leave of absence with or without pay to a teacher who makes application for such leave. Each leave may be for any period of time up to and including two years

- The Deferred Salary Plan has been developed to afford teachers the opportunity of taking one (1) year leave of absence with part pay for spreading four (4) years salary payments over a five (5) year period.
  Regional School Boards and teachers may enter into any variation of this plan by mutual consent of the two parties involved

Teacher Mobility and New Opportunity

- Regional School Boards may enter into an agreement to exchange teachers for a period of one school year

- Such teacher exchange shall occur only by mutual consent of the teachers and the Regional School Boards involved

- Any teacher who is involved in a teacher exchange program shall be considered employee of the Regional School Board with which he/she is teaching immediately prior to the exchange and such exchange shall not constitute a break in service with the Regional School Board

- A teacher involved in a teacher exchange program shall receive a written guarantee from his/her Regional School Board that he/she will be returned, following the expiration of the period of the exchange, to a position which is similar to the position which the teacher held prior to the exchange.

In addition, each School Board is responsible for the maintenance of an Official Personnel Record File of every teacher under its authority and is available to the teacher or her representative.

- Before any evaluation report is entered...the teacher will acknowledge that he/she has had the opportunity to review such an evaluation by signing the copy to be filed, with the expressed understanding that his/her signature does not necessarily indicate agreement with the contents. The teacher will be permitted to attach his/her comments related to the evaluation report.

The agreement also spells out Teacher Evaluation:

Teacher Evaluation

- One method of improving the educational environment is by meaningful teacher evaluation. To be meaningful, such evaluation must identify, where they exist, areas of competency and areas of deficiency. The evaluation must also recommend a method(s) for resolving any such deficiencies. To this end, each Regional School Board shall maintain and/or review policies and procedures for teacher evaluation which shall provide for both formative and summative evaluations

- For the purpose of this section formative evaluation shall mean a process of evaluation which occurs to improve methodology, management skills and the learning conditions available to students. Such process shall ensure that:

  1. the teacher and the evaluator identify the purpose and process of the evaluation;

  2. the teacher receives feedback from the evaluation which is constructive and non-threatening;

  3. the teacher is provided with a meaningful opportunity to learn by responding to suggestions for change, participating in in-service opportunities and collegial assistance.

- For the purpose of this section summative evaluation shall mean a process of evaluation which occurs so that general teacher performance may be judged. Such process shall ensure that:

1. the teacher and the evaluator identify the purpose and process of the evaluation;

2. data is collected in a systematic manner and the teacher receives general feedback in a positive manner;

3. the teacher has a meaningful opportunity to learn and respond to the contents of the data collected;

4. the areas of competency and deficiency of a teacher's performance are identified and methods of resolving areas of deficiency are recommended to the teacher;

5. all information is well documented and made available to the teacher in accordance with Section 28 of this agreement;

6. summative evaluation occurs only upon the written request of the teacher, the school principal, the Superintendent or the Regional School Board. Notwithstanding, a Regional School Board policy which specifies the frequency of evaluation shall be deemed as meeting the intent of this subsection.

- A teacher may request that an evaluation of his/her teaching be carried out at any time during the school year. The Regional School Board shall ensure that such evaluation is carried out

- Copies of the evaluation policies and procedures and any changes therein adopted by Regional School Boards shall be sent to the authorized representative within 30 days of the signing of this agreement.

Substitute Teachers:

- Substitute teachers shall perform as far as possible, all the duties of the teachers for whom they substitute and shall observe the regulations which apply to regular teachers or staff. The details of their duties will be set forth by the principal

- The parties to this agreement agree that substitute teachers should show evidence of attempts to keep abreast of current educational practices.

APPENDIX 2

SHARING PHYSICAL EDUCATION EQUIPMENT

Physical Education Equipment That Can Be Shared

			Cost
Archery	- bows, targets, backdrop	30 bows	$1800
	- can be transported by van or truck	5 targets	45
	- one person can load	1 backdrop	500
	- high schools only		
Field Hockey	- stick, goaltenders' pads & masks	30 sticks	540
	- can be transported by car	2 sets pads	130
	- one person can load	2 masks	36
	- grades 4,5,6, and 1-8 schools	2 sets kickers	110
	- share between two schools fall/spring		
Golf	- clubs, driving mats, putting mats,	30 putters	540
	driving nets	30 woods	900
	- can be transported by van or truck	30 irons	600
	one person can load (two people preferred)	6 driving mats	120
	- high schools only	1 putting mat	250
	- share between two schools fall/spring	1 driving net	435
Gymnastics	- beat board, uneven parrallel bars,	1 beat bd.	110
	parallel bars, swedish box, balance	1 uneven	
	beam, horizonal bar, trampoline, mini	parallel bars	1740
	trampoline	1 parallel bar	1720
		1 swedish box	425
	- can be tramsported by truck	1 balance beam	1200
	- two people can load (great care is needed	1 horizontal	
	to prevent damage to surfaces)	bar	400
	- all schools	1 pommel horse	825
	- can rotate on 3 month basis at all levels	1 vaulting horse	585
	therefore 3 schools can share one set of	1 trampoline	1500
	equipment	1 mini trampoline	300
Lacrosse	- sticks, goaltenders' pads & masks	30 sticks	1050
	- can be transported by car	2 sets goal-	
	- one person can move	tenders' pads	56
	- can rotate on 3 month basis at junior	2 sets goal-	
	and senior school level	tenders' masks	40

Physical Education Equipment That Can Be Shared (Cont'd.), Page 2

			Cost
Skis	- skis, poles, boots - can be transported by van or truck - one person can move - two schools can share on two week rotation at all levels	*40 pairs of skis *40 bindings *40 boots *40 pairs of poles	$2728

*Larger than average class because of variation in student size

Unpredictable weather makes one set per school much more satisfactory; but sharing is a good way to begin.

Wrestling	- mats & mat cover - can be transported by truck or van - two people needed to move - can rotate on 3 month basis at all levels	1 mat 1 mat cover	

Equipment sharing as recommended for physical education instructional program. It is essential that formal schedules be sirculated to schools in June for the next school year and that transportation be done with care and punctuality.

APPENDIX 3

EVALUATION, TENURE, AND MOBILITY

EVALUATION

The following excerpts of submissions were presented to the Commission:

- a more formal evaluation, used consistently across the Island, should be required of all staffs and school boards in conjunction with the informal subjective evaluation currently in place

- each Unit could have a Review Committee to review each teacher every three years with equal representation from students, teachers and board members

- there should be a process whereby school facilities, teaching staff, and administrators are evaluated on a regular basis to ensure that standards be uniformly maintained throughout the Province

- a system of periodic assessment for each teacher after she/he has received tenure should be put in place

- teachers and administrators should be evaluated and we would like to see a Provincial Accreditation system similar to that used for hospitals by the Canadian Hospital Association. Teams would be selected from among educators by the Department of Education to visit schools and community

- that the hiring and evaluation of all instructional staff be done by the Department of Education, to help ensure consistency in teaching, academic standards, and working conditions. That an evaluation Committee be established and that evaluations be done uniformly throughout the Province on a regular basis. The Units could be left with the placement of staff, but to leave the hiring and evaluation of staff under the direct control of the Superintendent is vesting too much authority in one person and is unfair to both teachers and parents

Tenure

Most of the comments submitted regarding tenure were negative. For many, tenure was viewed as guaranteeing job security, preventing new teachers from entering the system with cutbacks in teaching positions - ensuring that seniority, not excellence was used and in general, not a positive element within our system. The underlying concern was that teachers who have tenure are not evaluated and that tenure protects the incompetent! The following were some of the remarks:

- As it stands now the common belief is that tenure guarantees one a position for life as long as no major mistakes are made. In fact, in many cases the only notation in a teacher's file is the formal evaluation made when tenure is granted
- Principals and other administrators are appointed to positions indefinitely, with no evaluation called for unless a problem is brought to someone's attention. I believe this topic has been dealth with in the section on term contracts.
- We need to re-evaluate our tenure system
- Tenure should be granted by the Province to help ensure for teachers mobility - tenure, granted by the Board inhibits teachers from changing jobs
- The term tenure should be redefined with a greater emphasis taking place on review on a regular basis e.g. every 4-6 years after tenure
- Among the instructional staff are a number of individuals who, through inadequate training or lack of ability, are unable to present current instructional programs. Tenure ensures that these individuals are retained to the detriment of the students

Mobility

As mentioned earlier, tenure is granted by the individual School Boards and is viewed by most teachers as a critical component in assuring job security. While there are opportunities for teachers to exchange positions between units, tenure is not portable. If both parties mutually agreed to stay in their "new" positions after one year, each Board would review the teacher and grant tenure after one year of employment based on a good performance. Apart from the interchange program, if you wanted to leave Unit 1 to take a teaching position in any other unit, it would be entirely up to your new Board as to whether or not they would transfer your tenure. The normal practice is to place the teacher on a one year probationary term. Very few teachers will take this chance during a period of cutbacks because your job security, if not your livelihood could be in jeopardy! Comments received included:

- Teachers need new challenges, transfers broaden work experience

- A number of teachers are transferred each year but that number is limited. We must encourage teachers to consider transfers from one school in the unit to another, and even from one level to another, in order to create new challenges and bring new ideas to the various schools in our system

- There should be a regular kind of principal rotation to avoid burn-out and bring new challenges.

APPENDIX 4

SCHOOL SYSTEM REVIEW COMMISSION

QUESTIONNAIRE

PART 1: BACKGROUND

THE PURPOSE OF THIS SECTION IS TO OBTAIN INFORMATION ON THE INDIVIDUAL COMPLETING THE QUESTIONNAIRE. PLEASE CHECK (✓) THE ANSWER WHICH BEST SUITS YOU.

1. Which of the following best describes where you live?
   a. Rural Area ______
   b. Small Town/village (for example, Kensington, Souris, Tignish) ______
   c. City/large town and surrounding areas (for example, Ch'town, Summerside and areas.) ______

2. If you have children in school, **please check (✓)** the level in which they are enrolled. If you have never had children in the system, you need not answer this question.
   a. Preschool Yes ______ No ______
   b. Elementary Yes ______ No ______
   c. Junior High Yes ______ No ______
   d. High School Yes ______ No ______
   e. Had children in the school system Yes ______ No ______

3. To which age group do you belong?
   a. Under 20 years ______
   b. 20 to 29 years ______
   c. 30 to 39 years ______
   d. 40 to 49 years ______
   e. 50 to 59 years ______
   f. 60 years and over ______

4. Please indicate your level of education. Students need not answer this question.
   a. Elementary (Grades 1-6) ______
   b. Junior High (Grades 7-9) ______
   c. High School (Grades 10-12) ______
   d. Diploma - Training after high school ______
   e. Some university ______
   f. University Degree(s) ______

5. I am ______ 1. Male
   ______ 2. Female

6. I am ______ 1. Single
   ______ 2. Married
   ______ 3. Divorced
   ______ 4. Separated
   ______ 5. Widow/Widower

PART 2: THE SCHOOL

AS LATE AS THE 1950'S, THERE WERE 403 SCHOOLS IN PRINCE EDWARD ISLAND EACH WITH THEIR OWN SCHOOL BOARD. TWELVE YEARS AFTER CONSOLIDATION, THERE ARE 67 SCHOOLS ACROSS THE PROVINCE ADMINISTERED BY 5 REGIONAL SCHOOL BOARDS. TODAY, OUR SCHOOLS ARE EXPECTED TO MEET A WIDE VARIETY OF NEEDS. WE WANT TO KNOW HOW YOU FEEL ABOUT THE GENERAL OPERATION OF OUR ISLAND SCHOOLS. THINKING SPECIFICALLY ABOUT THE OPERATION OF SCHOOLS YOU KNOW, CIRCLE THE NUMBER ON A SCALE OF 1 TO 7, WHICH REPRESENTS HOW SATISFIED YOU ARE WITH EACH OF THE FOLLOWING.

SCALE

1 VERY SATISFIED
2 SATISFIED
3 SLIGHTLY SATISFIED
4 SLIGHTLY DISSATISFIED
5 DISSATISFIED
6 VERY DISSATISFIED
7 DON'T KNOW

7. School facilities for pupils:							
a) Instructional (Classrooms)	1	2	3	4	5	6	7
b) Specialist areas (labs, resource centres)	1	2	3	4	5	6	7
c) Recreational (gym, etc.)	1	2	3	4	5	6	7
d) Lunch facilities	1	2	3	4	5	6	7
8. How the school is maintained	1	2	3	4	5	6	7
9. After school activities for students such as sports, band and clubs	1	2	3	4	5	6	7
10. Selection of subjects available in:							
a) Elementary	1	2	3	4	5	6	7
b) Junior High	1	2	3	4	5	6	7
c) Senior High	1	2	3	4	5	6	7
11. Availability of Programs/ Services for children with special needs							
a) Learning difficulties	1	2	3	4	5	6	7
b) Mentally handicapped	1	2	3	4	5	6	7
c) Gifted	1	2	3	4	5	6	7

12.	Availability of additional Courses/Services							
	a) Art	1	2	3	4	5	6	7
	b) Music	1	2	3	4	5	6	7
	c) Physical Education	1	2	3	4	5	6	7
	d) Library	1	2	3	4	5	6	7
	e) Guidance/Counselling	1	2	3	4	5	6	7
	f) Other: ______________	1	2	3	4	5	6	7
13.	Reporting of students' progress through report cards	1	2	3	4	5	6	7
14.	The level of discipline in schools	1	2	3	4	5	6	7
15.	Transportation for students	1	2	3	4	5	6	7
16.	Access to principals and vice principals	1	2	3	4	5	6	7
17.	Overall quality of teaching	1	2	3	4	5	6	7
18.	Access to teachers at times other than parent/teacher interviews	1	2	3	4	5	6	7
19.	The time professional development days are held	1	2	3	4	5	7	7

CIRCLE THE NUMBER WHICH BEST DESCRIBES HOW YOU FEEL REGARDING EACH OF THE FOLLOWING QUESTIONS.

20.	There are presently 5 Professional Development days for teachers per year. Do you consider this number to be	1 Too many 2 Too few 3 Just right
21.	The number of instructional days during the year	1 Too many 2 Too few 3 Just right
22.	The length of the school year	1 Too long 2 Too short 3 Just right
23.	Amount of homework assigned	1 Too much 2 Not enough 3 Just right
24.	The number of students in classes	1 Too many 2 Too few 3 Just right
25.	Please circle how often you visited school in the last year? **(If you are a teacher or student, please do not answer this question).**	1 Frequently 2 Occasionally 3 Seldom 4 Never

26. Circle the number which best describes your attendance at:

a. Home and School/Consultative Committee meetings

1 Always
2 Frequently
3 Occasionally
4 Seldom
5 Never

b. Parent/Teacher interviews

1 Always
2 Frequently
3 Occasionally
4 Seldom
5 Never

c. School Board Meetings

1 Always
2 Frequently
3 Occasionally
4 Seldom
5 Never

COMMENTS

PART 3: THE SCHOOL BOARD

IN 1972 EDUCATION IN PRINCE EDWARD ISLAND WAS DRAMATICALLY CHANGED WITH THE ESTABLISHMENT OF 5 SCHOOL UNITS REPLACING THE MORE THAN 400 DISTRICTS THAT EXISTED IN THE LATE 1950's. EACH NEW UNIT IS ADMINISTERED BY A BOARD OF TRUSTEES COMPOSED OF 15 PEOPLE WITH A TERM OF OFFICE OF 4 YEARS.

THE BOARD IS ELECTED FROM VOTING DISTRICTS CALLED ZONES WITH 1/2 THE BOARD ELECTED EVERY TWO YEARS. IF A CANDIDATE FOR TRUSTEE FOR A ZONE DOES NOT COME FORWARD, THE MINISTER OF EDUCATION SHALL APPOINT A PERSON. TO BECOME A TRUSTEE, YOU MUST BE 18 YEARS OF AGE, A RESIDENT OF THAT SCHOOL UNIT FOR AT LEAST ONE YEAR PRIOR TO ELECTION AND BE A CANADIAN CITIZEN. TO VOTE IN SCHOOL BOARD ELECTIONS YOU MUST MEET THE SAME CRITERIA FOR BECOMING A TRUSTEE AND BE A RESIDENT OF THE ELECTION ZONE ON THE DATE OF THE CALL OF THE ELECTION. WHEN ELECTIONS ARE HELD, USUALLY IN JUNE, AN AD APPEARS IN THE PAPER TO INDICATE FROM WHICH ZONES TRUSTEES ARE TO BE ELECTED AND TO PROVIDE A DESCRIPTION TO LET YOU KNOW IF YOU LIVE IN THAT ZONE.

SUPPORTED BY BOARD STAFF (FOR EXAMPLE, SUPERINTENDENT, ASSISTANT SUPERINTENDENT) THE BOARD OF TRUSTEES IS CONCERNED WITH MATTERS SUCH AS: LOCATION AND USE OF SCHOOLS, HIRING OF TEACHERS, PLACEMENT OF STUDENTS, MONITORING/EVALUATION OF INSTRUCTION, ETC. **PLEASE CIRCLE THE NUMBER THAT INDICATES YOUR DEGREE OF SATISFACTION WITH THE FOLLOWING ASPECTS OF THE BOARD AND ITS STAFF:**

SCALE

1	VERY SATISFIED
2	SATISFIED
3	SLIGHTLY SATISFIED
4	SLIGHTLY DISSATISFIED
5	DISSATISFIED
6	VERY DISSATISFIED
7	DON'T KNOW

---

27. The way trustees are:							
a) Elected	1	2	3	4	5	6	7
b) Appointed	1	2	3	4	5	6	7
28. How well you are informed of:							
a) Board elections	1	2	3	4	5	6	7
b) who is eligible to vote	1	2	3	4	5	6	7
c) which zone you are to vote in	1	2	3	4	5	6	7
d) location of voting station	1	2	3	4	5	6	7
e) date of election	1	2	3	4	5	6	7
29. How well the trustee makes himself/herself known in his/her zone	1	2	3	4	5	6	7
30. The accessibility of trustees	1	2	3	4	5	6	7
31. The way the trustee represents your views on the board	1	2	3	4	5	6	7
32. Provides minutes and agendas of school board meetings to the public	1	2	3	4	5	6	7
33. The location of the school board meeting	1	2	3	4	5	6	7
34. The accessibility of school board staff	1	2	3	4	5	6	7
35. Quality of service from the school board staff	1	2	3	4	5	6	7
36. The manner in which the school board operates the unit, in general	1	2	3	4	5	6	7

PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBES HOW YOU FEEL REGARDING EACH OF THE FOLLOWING QUESTIONS.

37. The number of schools boards

1 Too many
2 Not enough
3 Just right

38. The number of trustees in each unit

1 Too many
2 Not enough
3 Just right

39. The term of office for trustees

1 Too long
2 Too short
3 Just right

40. a) Circle the number which best describes your voting practices in school board elections.

1 Always
2 Frequently
3 Occasionally
4 Seldom
5 Never

b) If you have never voted, which of the following reasons best describes why you have not voted?

1 I was not aware of an election
2 I did not know the candidates
3 I did not know which zone to vote in
4 I did not know I was eligible to vote
5 Candidate was selected by acclamation
6 Candidate was appointed by the Minister
7 I was not interested
8 Not eligible to vote

COMMENTS:

PART 4: THE DEPARTMENT OF EDUCATION

IN 1931, AS THE RESULT OF A ROYAL COMMISSION REPORT OF DR. CYRUS MACMILLAN, A SEPARATE DEPARTMENT OF EDUCATION WITH ITS OWN MINISTER, THE HONOURABLE W. J. P. MACMILLAN, WAS ESTABLISHED. THIS NEW DEPARTMENT ABSORBED THE FUNCTIONS OF THE FORMER BOARD OF EDUCATION. TODAY, MORE THAN FIFTY YEARS LATER THE DEPARTMENT PROVIDES LEADERSHIP AND DIRECTION THROUGH A VARIETY OF SERVICES TO ISLAND SCHOOLS. **PLEASE CIRCLE THE NUMBER THAT BEST INDICATES YOUR DEGREE OF SATISFACTION WITH THE FOLLOWING ASPECTS OF THE DEPARTMENT OF EDUCATION.**

SCALE

1	VERY SATISFIED
2	SATISFIED
3	SLIGHTLY SATISFIED
4	SLIGHTLY DISSATISFIED
5	DISSATISFIED
6	VERY DISSATISFIED
7	DON'T KNOW

41.	The overall leadership and direction provided by the Department in the operation of Island Schools	1	2	3	4	5	6	7
42.	The level of funding provided for education							
	a) academic supplies (paper, teaching aids, etc.)	1	2	3	4	5	6	7
	b) improved building and physical resources	1	2	3	4	5	6	7
	c) number of teaching personnel	1	2	3	4	5	6	7
	d) number of non-teaching personnel (bus drivers, clerical and janitorial)	1	2	3	4	5	6	7
43.	Planning for future needs in education	1	2	3	4	5	6	7
44.	Providing equal educational opportunity provincewide	1	2	3	4	5	6	7
45.	Accessibility of the Department staff	1	2	3	4	5	6	7
46.	Accessibility of the Minister of Education	1	2	3	4	5	6	7

COMMENTS:

PART 5: COMMUNICATION

PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBES HOW SATISFIED YOU ARE WITH THE SCHOOL, THE SCHOOL BOARD, AND THE DEPARTMENT OF EDUCATION IN PERFORMING EACH OF THE FOLLOWING TASKS.

SCALE

1 VERY SATISFIED
2 SATISFIED
3 SLIGHTLY SATISFIED
4 SLIGHTLY DISSATISFIED
5 DISSATISFIED
6 VERY DISSATISFIED
7 DON'T KNOW

47. Keeping you well informed

a) School	1	2	3	4	5	6	7
b) School Board	1	2	3	4	5	6	7
c) Department	1	2	3	4	5	6	7

48. Providing you with opportunity to make suggestions about its operation.

a) School	1	2	3	4	5	6	7
b) School Board	1	2	3	4	5	6	7
c) Department	1	2	3	4	5	6	7

49. Replying promptly to your inquiries and grievances

a) School	1	2	3	4	5	6	7
b) School Board	1	2	3	4	5	6	7
c) Department	1	2	3	4	5	6	7

50. Encouraging interest in educational activities, for example, Home and School

a) School	1	2	3	4	5	6	7
b) School Board	1	2	3	4	5	6	7
c) Department	1	2	3	4	5	6	7

51. Encouraging the use of school facilities.

a) School	1	2	3	4	5	6	7
b) School Board	1	2	3	4	5	6	7
c) Department	1	2	3	4	5	6	7

COMMENTS:

APPENDIX 5

MENTORS FOR THE GIFTED

THE CANADIAN SCHOOL EXECUTIVE

SEPTEMBER, 1983

Mentors for the gifted

Sooke School District challenges and advises gifted students.

By Sandra Webster-Worthy

School District No. 62, Sooke, is located on the southwestern tip of Vancouver Island in British Columbia. The district, adjacent to the city of Victoria, has a student population of approximately 7,700, with 18 elementary schools and four secondary schools.

The Sooke School District initiated programing for gifted students in 1978. Careful planning and consistent commitment on the part of trustees, administrative staff, and teachers has resulted in the development of a very comprehensive and successful program.

Giften children are described by the Canadian Council of Exceptional Children and the British Columbia Ministry of Education as being those children identified by professionally-qualified persons who, by virtue of outstanding abilities, are capable of high performance. The gifted programs in the Sooke District focus exclusively on students with outstanding intellectual abilities. This is not to deny the other forms of giftedness (e.g. psychomotor, creativity), but the intent is to establish a sound program in one area before expanding into other areas. It also reflects an awareness that in-

Thirteen-year-old Julie Reid is shown working with one of her professional mentors — Helouise Johnson, an orthoptic technician. Julie's interest in optics led to the exploration, guided by Ms. Johnson, of optics in medicine and in astronomy. Ms. Johnson provided Julie with reading materials, hands-on use of equipment in her office, and the opportunity to observe the daily routine in her practice. Together they visited the university, the planetarium, and the observatory. Julie also completed professional mentorships in criminology, psychology, and theatre during her first year in PACE.

Sandra Webster-Worthy is the coordinator of the gifted/enrichment program for School District No. 62, Sooke, British Columbia.

Geoff is 13 years old and is in Grade 9. He received advanced placement in mathematics and is completing a third language (German) by correspondence. Geoff's professional mentorships during his first year in PACE were with a nuclear physicist, a university professor (mathematics and computer programming) and a theatre lighting designer. Geoff is shown here discussing one of his research projects with his personal mentor, John Holt, a retired secondary school principal. Fellow PACE student, Patti, is a participant in this particular meeting.

tellectually gifted children depend heavily on formal education for the realization of their potential.

Gifted children seldom achieve at a level commensurate with their potential without support in the form of differentiated educational programs. The prescribed curriculum only barely approximates the demands of either their greater learning capacity or their anticipated social roles. Gifted children master the required skills in any given subject at a much faster rate than is intended for their respective grade placement. They are capable of extending and applying those skills far beyond the scope of the prescribed curriculum.

Differentiated educational programs must take into account the fact that giftedness is not synonymous with precocity. The gifted child is not the same as an older child of average ability. A 10-year-old may have the potential to achieve at the level generally expected of a fifteen-year-old, but he still has lived only ten years. Programing considerations must take into account the mature minds but relative chronological immaturity of gifted children.

In terms of identification, three categories of capable students are considered for gifted programing in the Sooke School District:

1. students with general intellectual ability
2. students with academic aptitude in a particular discipline
3. students who display a wide discrepancy between classroom performance (low) and suspected ability (high).

The multidimensional identification process, from initial recommendation through to actual placement, is ongoing. It is not a one-time occurrence, but instead recognizes that talent is a dynamic force that is constantly changing and growing. The process of identification therefore takes into account all of the ways in which ability may manifest itself — native ability, tested ability, displayed ability, observed ability, and suspected ability.

The success of a district's gifted program is rooted in a well-established enrichment program. There is a distinction made between enrichment programs and gifted programs in the Sooke School District. Although interdependent and mutually complementary, the two concepts are aimed at different degrees of need.

An enriched curriculum is the right of all children, regardless of ability level. Curriculum-based enrichment is therefore expected to take place in every classroom and is the direct responsibility of classroom teachers.

However, approximity 20 percent of the students in most classrooms are sufficiently advanced in basic skills to benefit from enrichment beyond that which the busy classroom teacher can build into the prescribed curriculum. At the primary and elementary levels in the Sooke District, these students leave their classroom on a regular basis to work in small groups with an enrichment teacher. The amount of time involved varies from 30 minutes to two hours per week, depending on school size and specific grade level. Identification is based primarily on recommendations by classroom teachers, but enrichment teachers employ a variety of screening devices as required. Content is curriculum-oriented if specifically requested by the classroom teachers. Otherwise, the focus is on extending critical thinking and research and communication skills, and on exposing students to concepts that would not normally be introduced in the prescribed curriculum.

Two to five percent of the students at any given grade level can be identified as gifted. These children have exceptional intellectual potential to the extent of *needing* special programing considerations — just as other types of exceptional children have needs beyond the scope of classroom and learning assistance teachers. At the intermediate grade levels these students leave their home school from two to three hours per week to attend district classes for gifted students. Recommendations are made by parents, classroom teachers, or enrichment teachers and identification procedures are conducted by district staff. The screening process is multidimensional, but always includes WISR-R (IQ) test results. Although IQ tests clearly do not measure all of the elements considered to be important in discussions of intelligence, they do measure those that are deemed crucial in determining academic success. Thus the predictive power of an IQ score for potential academic attainment remains impressive and very often facilitates the identification of gifted students whose classroom performance is mediocre.

Content for district gifted classes focuses on extending thinking skills (semantic, figural, and numerical), research skills, written and oral communication skills, and leadership skills. The content differs from that of the enrichment programs in the speed with which material is covered and the depth to which content is extended.

At the secondary grade levels provision for gifted students takes the form of a locally-developed credit elective. The Program for Academic and Creative Enrichment (PACE) represents one block out of each student's eight-block timetable. Students must apply for placement in the PACE class and are selected on the basis of:

- tested intellectual potential
- demonstrated task-commitment (not necessarily academically)
- leadership
- creativity
- desire to participate in a challenging program.

Students may take the PACE elective each year during their secondary schooling.

The program content for PACE has three important components: an instructional component, a counseling component, and a mentorship component.

The instructional component focuses on extending knowledge and skills in four subject areas — English, math-science, humanities, and visual and performing arts. The students are exposed to a wide array of concepts within these disciplines that would not normally be pursued in depth within the prescribed curriculum. Professionals in these areas frequently are guest lecturers and department heads on the school staff participate actively in planning units and, occasionally, in presenting classes.

The counseling component is an integral and ongoing aspect of PACE. Counseling for the gifted takes on special significance because of the greater dependence of the gifted on formal education for the realization of their potential. Career counseling in each of the instructional component disciplines is provided in conjunction with classroom instruction. The counseling component also includes group process and leadership skills, development of self concept, and strategies for dealing with problems encountered in developing one's talent and realizing one's potential. Individual educational plans are charted for each student and include considerations as diverse as:

- advanced placement in specific subjects
- third or fourth languages taken by correspondence
- attending lectures at the university or in a senior grade
- facilitating advanced research projects in prescribed school subjects
- learning assistance (gifted students may have skill gaps or learning disabilities).

A personal mentor is an important role model in a gifted young person's life.

The mentorship component of PACE is perhaps the most significant. A mentorship is an out-of-school learning experience in which a student is paired with a professional adult. Mentorship can take two forms: personal and professional.

A personal mentor is an adult who makes a commitment to work with a student for the 10-month school year. His/her responsibilities include taking time on a regular basis to talk to his/her assigned student, to take a personal interest in the student's academic development and to expose the student to experiences in which he/she may not otherwise become involved. A personal mentor is an important role model in a gifted young person's life — the successful adult outside the school and home to whom the student can relate. Contact takes the form of a regular phone call and/or meeting. Time is flexible and is by necessity dependent on the mentor's schedule.

A professional mentor is an adult who makes a commitment for a period of a week to three months to provide a specific academic experience for a student. A professional mentor and a student are paired on the basis of a strong career-oriented interest held in common. The professional is aware of the intellectual aptitudes and personality characteristics that are required to achieve success in his/her particular discipline. As a mentor, he/she shares this knowledge with, and provides direction for, a gifted student. The mentor and the student develop a program of learning activities based on mutually-determined goals and on the amount of time that the adult has to give to the mentorship. A professional mentorship is not synonymous with work experience. The primary goal is to gain an understanding of the intellectual challenges and the discipline required to pursue a particular career. The mentor provides encouragement, suggests appropriate reading material, and guides the student in independent research.

Each student in PACE is assigned a personal mentor and participates in two to five different professional mentorships during the school year. The amount of time devoted to mentorships varies from one to eight hours per week.

The match between adults with special expertise and young people of unusual promise is an invaluable consideration in planning programs for gifted adolescents. The mentorship concept facilitates the acquisition of advanced content commensurate with each student's unique talents and interests. Most successful adults can trace the development of their vocational aspirations to a significant adult in their youth. Walberg, Rasher, and Parkerson (1978) examined the childhood experiences of a number of eminent persons. Eighty percent had access during childhood to influences or materials related to the fields in which they later became eminent and sixty percent grew up in the presence of adults who were making significant contributions in those fields. Structured mentorship experiences ensure that gifted students have role models who share their career aspirations. The opportunity for mentorships in varied disciplines helps to offset a predisposition to premature specialization, a trait commonly found among the gifted.

The range of achievement typical of gifted children is usually drastically underestimated. Hollingworth (1956) suggested that the gifted child learns what is required in terms of curriculum content in one quarter of the time needed by students of average ability. Martinson (1972) concluded that in kindergarten, the gifted child was capable of a seventh grade level and that by grade eight, their abilities equalled or surpassed the typical twelfth grade student. Reis (1980) administered social studies and mathematics tests to gifted fourth and tenth graders at the beginning of a school year. Before being taught any of the content of the courses, 60 percent of the students were able to achieve scores of 80 percent or higher on each test. It would seem that the pace and content of prescribed school curriculum only barely approximates the greater learning capacity of intellectually gifted children.

Placement in a district gifted class, for even a portion of the school day or week, is crucial for the gifted child's social and emotional development. Painter (1976) noted that teachers often describe the gifted child as being an isolate in the classroom. The problem is that the child's social and intellectual peers are not likely to be found in a typical heterogeneously-grouped class. He noted that more than half of the students in his sample listed their best friend as being chronologically two years older. Freeman (1979) also noted that the higher the child's IQ, the less chance there would be of that child finding a close friend in his regular classroom. The work of Painter and Freeman is supported by Maddux, Scheiler, and Bass (1981) and by Gallagher (1977).

Most successful adults can trace the development of their vocational aspirations to a significant adult in their youth.

Gifted students need special programing considerations if they are to realize their potential. They need an opportunity to interact socially and competitively with their intellectual peers. They need an opportunity to be challenged in an environment where excellence can be *expected* and *accepted*.

As Gallagher said, "The gifted youngster left at his own age level and presented with materials that are three to five years below, in content and complexity, what he is capable of is in the same situation as an athlete trained to high jump only to have someone place the bar at a height of two feet. He will soon get tired of such easy work and will certainly develop sloppy and poor habits that will ill-serve him when he is, in fact, finally challenged." (Gallagher 1977)

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CSE book prize

This month's book prize goes to J. Maher, Hay River area superintendent for the Northwest Territories' Department of Education. The prize is *School Personnel Systems* by Claude W. Fawcett (Lexington Books, 1979).

Good reading for a new school year!

APPENDIX 6

MINISTERIAL ADVISORY COMMITTEE ON CURRICULUM

DECEMBER, 1981

VOCATIONAL EDUCATION

SECTION III

VOCATIONAL PROGRAMS

As part of its mandate, the Ministerial Advisory Committee on Curriculum was asked to review and make recommendations on such matters as: the kinds of vocational programs that would best serve the needs of Island studnets, the level of competency that these programs should attempt to develop in students, and the type of system that would best deliver these programs.

This Committee views the real purpose of vocational education as that which will prepare the individual for entry into gainful employment and will enable him/her to progress in the occupation or position of his/her choice. It is our opinion that vocational opportunities in this Province leading to the attainment of this purpose could be considerably enhanced.

It would seem, from input received from educators and the general public, that, in education, the task of job training and career preparation ranks very high in priority. Many people believe that the schools are not sufficiently successful in helping students to develop the skills and attitudes that will lead to satisfaction and productivity in the world of work. Job-realted skills are very important, but many employers have made it clear that they also put an equally high value on attitudes such as reliability, communication skills, acceptance of responsibility, and the ability to work well with others.

High schools face increasing difficulties in trying to prepare students fro the work place. Among these difficulties can be found uncertainty in employment trends, rapid economic and technological change, less stability and more specialization in the job market, and the difficulty in identifying the specific job skills graduates will require.

It is apparent that the schools must have as much information as possible relative to skills requirements if they are to provide studnets with the type of training needed for the present and future world of work. This Committee, therefore, suggests that the Department of Education should continue to work with other branches of government, business, labor, and industry in order to ensure that the schools receive adequate career information.

It is imperative that vocational and academic education should be given equal status. (Please refer to Recommendations 8 and 9 of Section 1 of the Report.) Traditionally, the academic student has been accorded higher prestige than has the vocational student. This attitude must change if we are to face present and future technological challenges.

Our Committee has a concern for the low level students who choose vocational courses because thay seem to be easier than academic courses. Lacking the necessary academic skills, these students find the trade work very difficult and sometimes fall further behind. We feel that, in the best interests of the students, the entrance requirements, course deamnds, and skills levels to be attained in the course or courses should be clearly defined.

A. Responsibility For High School Vocational Programs

The Committee recognizes that, at present, serious administrative difficulties exist in the relationship between the vocational and the academic high schools. There are indications that conflict and lack of co-ordination exist. It would seem that, at the present time, vocational high school education is fragmented and that there are real communication problems existing among the High School Administrations, Regional School Board Administrations, Holland College, and the Department of Education.

We believe that improved standards of Vocational Education Programs for P.E.I. would occur if string direction were to be given by the Department of Education.

RECOMMENDATION 1:

We recommend that the responsibility for high school vocational programs be assigned to the Department of Education as soon as possible, and recognizing the many problems existing in the administration of high school vocational programs in this province, we recommend that the Minister of Education initiate an in-depth study in this area.

B Specific Vocational Choices--At What Grade Level?

This Committee concludes that a student who wishes to pursue vocational education should be encouraged to remain in the academic stream, at least to the end of Grade 10, in order to obtain the numeracy and literacy skills needed in the trade courses he/she may choose in Grades 11 and 12. If it is logical to select a certain set of vocational skills to be mastered in a program, we suggest that appropriate academic material should also be chosen for tha core area. This would mean choosing mathematics appropriate to a specific trade, as well as subject matter appropriate to the language communication requirements of the students. This must not consist of "watered down" material left over from more rigorous courses, but should be compatible with vocational requirements. The programs for Grades 11 and 12 should prepare students for entry into the work force, either directly or via post secondary or apprenticeship training. As a general rule, we do not recommend extensive integration of vocational courses with academic; however, we recognize that, at present, some high schools are making vocational courses available as electives to all students wishing to develop manual or accessory skills. We give approval to this practice.

RECOMMENDATION 2;

We recommend that completion of Grade 10 be the earliest level at which specific vocational choices should be made, and that academic programs shpuld be matched with the vocational courses given.

C. School Drop-Outs at the Junior High School Level

The MACC has a great concern for the many students at the junior high school level who are potential shcool drop-outs. While most of these students are low level academic achievers, others may be bored or "turned off" by the school system. Some of these students leave school too early and may not use their time profitably. In fact, they may "get into trouble with the law". Family court statistics indicate that this segment of the school population frequently turns to juvenile delenquency. Not enough is being done for the students who cannot succeed academically, and generally little is being provided for those students who have a "hands-on" type of mentality. Providing exploratory vocational courses for these students, while having value, is only a partial solution to the problem. A certain level of literacy and numeracy is needed as a base for diversified vocational programs. We see no excuse for students of reasonable intelligence to be leaving our schools without having acquired language and numeracy skills.

Diagnosis of learning difficulties should take place very early in the elementary school system. We suggest that this should begin in Year 1. (Refer to Recommendation 6, Section 1, and Recommendation 3, Section II.) We suggest that, if this were to begin as early as Year 1, many of the difficulties we have referred to would be removed prior to the junior high school level.

We must recognize, however, that some young people will find it extremely difficult to attain the necessary academic preparation for vocational programs leading to trade certification. For these students, who are either unable or unwilling to reach Grade 10 level, we would suggest that improved life-skills programs be developed for the Grade 8 and 9 levels. As well as providing training in language atrs and mathematics, a strong emphasis should be placed on social skills.

We recognize that there are already in effect some very worthwhile programs such as the Co-operative Work Study Program, wherein part of a student's day is spent taking courses at school and part working in one of the service areas, such as a garage, a restaurant, or a grocery store. This enables the student to have useful employment and to acquire social skills.

RECOMMENDATION 3;

a) We recommend that, where feasible, Co-operative Work Study/Occupational Education Programs be continued and/or encouraged. The school system should seek out and co-operate with carefully selected businesses and service areas in providing training and work experience for the student while he/she is still in the school system.

b) We recommend that, where vocational facilities are located near the junior high school, opportunities be provided for students to explore various trades as an alternative to dropping out of school.

D. Project Integration

Project Integration is a system whereby the high school student opting for a trade spends part of the day at the local high school taking academic courses and the remainder of the school day at a vocational school. It is the belief of this Committee that the Project Integration program, as presently set-up, is not working in some areas. The reasons are varied--the most serious--these students being under two separate school administrations seem to have no place with which to identify. In many cases the teachers in the academic schools do not know what is going on in the trade school and rarely make any effort to communicate with the Holland College teachers. The converse is equally true. As a result, the academic and vocationsl programs are not being matched. (Refer to Recommendation 2, Section III.) An additional problem obviously exists for students who must spend a great deal of time travelling from the academic high school to the vocational school in order to take trade courses.

RECOMMENDATION 10:

We recommend that students with high academic ability, who are not opting for a profession, be given greater awareness of the options existing in the high technologies and should be encouraged to prepare for these by becoming proficient in such areas as English, math, and physics.

RECOMMENDATION 11:

We recommend that all vocational programs be carefully monitored to ensure that they are consistent with present and future technological and employment requirements.

APPENDIX 7

COMMUNITY USE OF SCHOOLS

1976 STUDY

COMMUNITY USE OF SCHOOLS - 1976 STUDY

SUMMARY:

The Committee was requested to provide recommendations on policy with respect to community use of school facilities and the implications of introducing such policy. In order to do so the Committee determined that it had to address itself to the many and various concerns of the community in the use of school facilities and not just base its recommendations solely on the financial aspects.

The Committee concluded that all of the areas summarized in the next few paragraphs had to be addressed in order that an analyses of the problem could be completed and recommendations made.

If schools are to be used for community activities they should be designed for that purpose. School Boards and the Department of Education should encourage local community input when planning new facilities. Other government departments and agencies, and local governments and organizations should share in the development of new multi-use school facilities.

With the limited amount of public funds available, it is imperative that there be greater co-operation and co-ordination in developing community facilities to avoid duplication.

Municipalities should develop policies to ensure that maximum benefits will be obtained at minimum cost when they plan community facilities. All community agencies including School Boards should be involved at the initial stage of their planning.

The use of school facilities is governed by policies established by School Boards. However, each School Board has its own policies regarding the use of school facilities for community purposes. School Boards, in the interest of ensuring a better balance throughout the Province, should endeavour to develop uniform policies and state such policies in a positive manner. This could be accomplished through the P.E.I. Association of School Boards. Consultation with the Department of Education with respect to costing, user fees and formulas for grants will be required.

Groups and organizations which can demonstrate a need for use of school facilities should be ready to accept the conditions established by School Boards. Priority should be given to organizations whose goals are educational, charitable, recreational or social or cultural in nature.

Municipal governments should encourage better use of school facilities by establishing effective communication with School Boards.

Costs associated with the community use of schools are being absorbed by school boards as educational costs and can not, at present, be identified, therefore the development of uniform policies, regulations and fee structures is vital.

This will facilitate the ability of school boards to cost the free or subsidized use of school facilities and record it under an appropriate heading of community use of school facilities in their annual financial statements.

The additional cost to government to have the program introduced on a uniform basis is perceived to be negligible since the costs are already being picked up as educatonal costs and in the form of grants to groups and organizations.

In the long term the additional costs which will be incurred as a result of increased usage will be easily offset by the benefits to be gained by the community and schools through the elimination of the duplication of services and their associated costs which are becoming more and more evident.

After school use of school facilities will definitely result in increased operating costs for maintenance, repairs, lighting and heating and custodial services. These costs are not entirely the responsibility of the Department of Education. Other departments of government could assist in the financing of these costs by allocating grants to organizations for specific types of activities.

Integrated use of school facilities is one method that could be employed to reduce costs to individual organizations and a co-ordinating body in each community could play an important role in achieving this goal.

School Board policies should require that those who wish to use school facilities must make provision for responsible supervision.

Good leadership is the key to effective use of school facilities. This and responsible supervision should go a long way towards establishing a confidence by School Boards in the concept of community use of their facilities. It should not be the responsibility of the custodian to supervise the activities going on in the school after hours. The development of strong leadership should receive the support of all levels of government.

Greater use of school facilities should be made for community activities, however, control of the facilities remains as a responsibility of the School Board. Groups and organizations must adhere to the rules and regulations established by the School Boards.

Full and effective use of school facilities by communities can only be achieved through co-operation from all levels of administration concerned with education, recreation and cultural activities.

The Committee on the community use of school facilities has addressed itself to the problems associated with the use of schools and has not put any emphasis on the use of school buses. The transportation problem as it relates to non-school related activities must be dealt with in a separate study and indications are that it does not seem to be a primary concern at this time.

POLICY RECOMMENDATIONS

With respect to the community use of school facilities, the Committee recommends:

1. That the Department of Education adopt a policy which incorporates the following philosophy:

   Since public schools belong to the people of the Province, and since facilities are established, maintained and operated by funds provided by taxation, the Department of Education accepts responsibility for providing funds to Regional Administrative Unit School Boards to enable them to make school facilities available to the community for appropriate activities which do not infringe upon nor interfere with the conduct and best interest of the school system.

2. That all public and trade schools be made available for use by groups other than regularly scheduled classes.

3. That there be a basic uniformity of School Board policies with regard to the use of school facilities by the community.

   These policies should be stated in positive terms and deal with the following points:

   a) Types of organizations, groups and individuals permitted to use school facilities

      1) Free usage - costs covered by grants to School Boards

      2) Fee paying - user privileges only with a fee etc.

   b) School calendar and inter-school usage

      - Facilities not for use
      - etc.

   c) General rules and regulations:

      e.g. Hours of Use
      Application for Use
      Rental Costs and Payment of Fees
      Responsibility Clause
      Use of Equipment
      Areas off Limits to Users
      Security
      etc.

   d) General Types of Activities Prohibited

      e.g. Use of school facilities which is in direct conflict with private enterprise in the community.

School facilities and/or equipment must not be used by business, private individuals, students and employees of School Boards for personal gain.

etc.

4. That school grounds be considered and developed for use during after school and vacation periods.

5. That future schools be designed with the community in mind and with community involvement in the planning of new facilities.

6. That School Boards give wide publicity to their policies regarding the use of school facilities.

7. That the Department of Education provide funds to School Boards for the purpose of subsidizing the community use of schools. Such funds to be provided are to be over and above the funding for the Foundation Program.

8. That the funding arrangements with School Boards be based on a formula developed by the Department of Education, which will meet the costs identified and attributable to the community use of schools.

9. That user's fees be set by School Boards based on benefit, risk, means and cost.

10. That School Boards be required to identify all costs attributable to community use of school facilities in their financial statement.

IMPLICATIONS

The implications associated with the implementation of policy recommendations proposed for community use of school facilities are summarized as follows:

A. The School Boards:

1) Must be willing to implement and administer the uniform policy and regulations established for the purpose of making facilities available.

2) Must be willing to maintain records relating to free, partially subsidized, and fully recoverable costs related to the community use of school facilities and to account for these costs in financial reports.

3) Must be willing to establish a working relationship with municipal governments to co-ordinate the development of new facilities and the improvement of existing facilities.

B. The Department of Education:

1) Must be willing to continue support for local efforts in organizational and leadership development.

2) Must be willing to provide funding by way of grants to Regional School Boards to enable them to implement the policies and regulations developed for the purpose of encouraging the use of school facilities by groups and community organizations.

3) Must act as the co-ordinating body for intergovernmental services which are related to the community use of school facilities.

4) Must provide new and renovated school facilities with the community in mind and encourage community groups and organizations to participate in the establishment of building specifications and guidelines.

5) Must press for a well-defined government policy between provincial and municipal authorities for the joint planning and development of facilities for education and recreation.

C. Other Departments of Government:

1) Must provide suggestions which can be incorporated into policies which would be advantageous to daytime, evening and vacation time use of schools.

D. Municipal Governments:

1) Must be willing to co-operate with school boards in the reciprocal use of facilities under their jurisdiction.

2) Must ensure that they are prepared to contribute to the planning of facilities by school boards and that the school boards be involved in the planning of community facilities.

3) Must be prepared to co-ordinate activities in the community so that the most economical use of facilities is achieved.

F. Local Community Groups:

1) Must recognize the roles being played by the school boards and the municipal authorities.

2) Must recognize the responsibilities that they have undertaken as users of school facilities.

F. Other:

The P.E.I. Association of School Boards must be willing to act as the co-ordinating body for establishing a uniform policy and regulations related to the community use of school facilities.

APPENDIX 8

SUMMARY OF RECOMMENDATIONS

THE RECOMMENDATIONS

Kindergarten

1. the Department reaccess their potential involvement in the provision of kindergarten by the fall of 1985;

2. the pupil/teacher ratio be lowered at the early elementary grades by September, 1986.

Age of Entry

3. the Province revise its policy regarding age of entry from six years as of January 31st to six years as of October 31st.

Non-gradedness

4. non-gradedness be discussed in the context of the Report of the Ministerial Advisory Committee on Curriculum.

Standardized Content

5. the Department of Education aggressively evaluate programs to identify inconsistencies and violations to ensure adherence to departmental guidelines;

6. action be taken by the Department to ensure the modification or removal of unauthorized programs and the development of guidelines where they are not currently available. This exercise should not be viewed as a "one-time event" and should be conducted in conjunction with formal school reviews.

Student Evaluation

7. develop a policy and guidelines for the testing and evaluation of Island students;

8. ensure the provision of ongoing inservice for both administrators and teachers regarding testing;

9. provide the leadership and direction for the provision, as a minimum, of unit-wide evaluation;

10. give serious consideration to the implementation of provincial examinations in selected areas This is not to suggest that we need to return to the identical procedures of the past, but rather to begin the very serious discussions of "some uniform instrument to measure competency". Such tests will help certify students' credentials, identify the need for remedial intervention, and help identify opportunities for advanced or accelerated work. We need quantifiable evidence of students' readiness for further study.

Gifted

11. serious efforts be made by the Department and the School Boards to identify children who are gifted;

12. concurrently, provincial policies and programs should be developed to meet their needs. This would include a variety of differentiated educational programs which might include, for example, one-to-two-week programs offered by Holland College and the University of P. E. I. or the development of a volunteer mentor program.

Special Education

13. the Department of Education, in consultation with the Department of Social Services, parents, teachers, board staff, etc., ensure the development of an overall plan for the provision of all special education services in Prince Edward Island. Such a plan should include:

- a uniform definition of child development/special education

- clearly articulated provincial standards for selection and attendance

- the development of a uniform statement of qualifications for special education/ child development teachers

- provision of ongoing unit-based inservice programs for teachers and teacher aides

- establishment of a clearinghouse for special education materials, etc..

It is important to note that this list should not be viewed as exhaustive.

14. concurrently, a thorough analysis be conducted of all human resources and services required for the effective and efficient delivery of special education, including those services required from the Department of Social Services and other agencies;

15. the Department obtain the services of a full time Director of Special Education Services to work closely with both Board staff and senior officials of the Department of Social Services to ensure effective delivery of all special education services. This person would provide a key leadership role to ensure that services from the Department of Social Services are readily accessible within Island schools.

Learning Disabilities

16. the Department of Education move to fully implement the recommendations of the Advisory Committee on Learning Disabilities of June, 1980.

French Language Education

17. consideration be given to placing all French language schools under the administration of Unit 5. Needless to say this would require a reorganization of the Unit 5 School Board to ensure adequate representation on the Board from other francophone communities. Such a restructuring could also help to facilitate a greater sharing of human resources;

18. a distinct division be established within the Curriculum Division of the Department, with increased emphasis on the provision of assistance to French language schools;

19. the Department provide leadership in establishing a professional development plan for upgrading and retraining teachers in a francophone environment. Exchanges within the Maritimes should be encouraged;

20. a teacher resource/inservice centre modeled after the Little Red School House should be considered by the Board and teachers of Unit 5.

21. the number of students required to offer French language education be reassessed.

Libraries

22. immediate action be taken by the Department of Education, in consultation with all levels of educational governance, to develop a policy, guidelines, procedures and standards for school libraries for implementation no later than September,

1986. Such a policy should include prescribed librarian/student ratio, specifications for model library collections, qualifications of library staff, etc.;

Guidance

23. the Department of Education undertake the development of a policy for a comprehensive school counselling and guidance service. Such a policy should recognize the need for guidance services at every level of the system within workable ratios (1:500 elementary, 1:250 junior and senior high). A statement of counsellor qualifications should also be included which would also ensure that counsellors have a demonstrated apptitude for the guidance and counselling profession;

24. guidance counsellors be removed from added teaching duties and, where necessary, their services shared among schools;

25. serious consideration be given to the provision of guidance services outside the pupil/teacher ratio. Effective guidance services must be regarded as an integral part of every school and not just a "frill" to be "traded off" in a period of restraint;

26. in addition, the Department ensure the systematic monitoring and evaluation of school counselling and guidance services.

Vocational Education

27. the responsibility for the delivery of high school vocational education programs be assumed by the Department of Education by September, 1985;

28. after extensive consultation, the programs should be

delivered by the School Boards by September, 1987, or earlier;

29. clearly articulated goals of high school vocational education be established prior to the School Boards assuming responsibility;

30. a strategic plan be developed to ensure the most efficient, cost-effective delivery of these programs prior to the School Boards assuming responsibility;

31. vocational programs be monitored and evaluated by the Department or a committee established by the Minister to ensure their effectiveness, continuing relevance and applicability.

Physical Education

32. a policy be developed to address these concerns, in particular, pupil/teacher ratios, duration of classes, etc.;

33. in addition, immediate efforts should be taken by the Department of Education to ensure that Boards identify a program for sharing equipment within each unit. This program should be monitored by the Department. (Note Appendix 2.);

34. the Department ensure that each Board develop a plan for the efficient sharing of trained professionals... where appropriate Boards should consider short term exchanges.

Safety

35. each School Board be requested to examine the issue of safety within their Board and make recommendations to the Minister of Education regarding particular areas of concerns. Cost estimates for improvements and changes should be included.

Community Use of Schools

36. each School Board prepare a detailed report which would include:

    - list schools utilized by date and organization
    - identify fees charged in each instance
    - indicate who has been refused access and why
    - include costs incurred by School Boards both direct and indirect, such as additional heating
    - provide a statement of Board policies regarding use of facilities, etc.

37. the Department of Education ensure the development of uniform policies, regulations and fee structures to be implemented by the Boards by September, 1985.

THE SCHOOL

Our Teaching Profession

38. every effort continue to be made to ensure that the candidates entering the Bachelor of Education Program at the University of Prince Edward Island have achieved the highest academic standards and have shown an aptitude for teaching. During the program, the importance of their critical role as a teacher must be stressed;

39. new "rewards" be developed to recognize those teachers who excel in their profession. For example, consideration should be given to restructuring the pay scale to encourage merit pay, redistribution of administrative

allowances or short-term leaves for curriculum development. Assuming that the method of evaluating teachers to determine merit pay is acceptable, such a system could help motivate teachers;

40. career ladders be developed to facilitate mobility and progression throughout the system and to utilize to the fullest all of our human resources;

41. reciprocal recognition of tenure be established throughout the Province to encourage mobility. This will necessitate the removal of the discretionary probationary period for teachers who have already been accorded tenure by another regional school board. While individual Boards will continue to be responsible for the day-to-day evaluation of teachers, "core evaluation criteria" should be established and used consistently throughout the Province with evaluation regarded as the beginning of professional development. Clearly, Boards will have to work together to ensure the integrity and acceptance of the "core" and in turn, the acceptance of each others evaluations of staff. Reciprocal recognition of tenure will help to focus attention on the need for "effective teacher evaluation as a continuous process for the duration of a teacher's career" throughout our Province. It will help to encourage teachers to seek appointments to renew themselves by trying new assignments;

42. a comprehensive provincial plan for mobility be established to encourage the ongoing growth and development of the teaching profession. Such a plan should

include (apart from leaves of absence, part-time teaching, and early retirement) the provision of mandatory transfers and/or change of assignments within a Board within a five-year period. Transfers could provide not only an opportunity to teach within a different school environment but also encourage teaching at another grade level. Exchanges between Boards for both short and long terms should be pursued. Both transfers and exchanges must be part of the professional development of each individual teacher, designed to enhance their ongoing learning--not just mobility for mobility's sake! Transfers must not be used as a method to move "problems" from one school to another;

43. an overall stragegy for the professional development of all teachers be instituted by the partners in education. Teachers must become more proactive, particularly at the school level, to identify short and long-term developmental needs;

44. a forum similar to the Little Red School House be considered by the Board and teachers of each Unit;

45. a provincial "professional development fund" be established whereby individual schools could apply to obtain assistance for components of their program. Acceptance would be based on a set of rigorous criteria.

School Administration

46. certification requirements for positions of responsibility beyond that of a classroom teacher be established, including positions within the

School Boards and the Department of Education;

47. implicit in this recommendation is the establishment of a "Block Program" of compulsory courses. The completion of such courses or an equivalent program would be a prerequisite for advancement to the next successive level. (For example, from vice-principal to principal might require several additional courses in administration and leadership.) Individuals must apply to take this program and will be accepted only after meeting high standards;

48. a long-term "Professional Development Plan for Administrators", complementary to the plan designed for teachers, be established by the partners in education. This plan would include the provision of both province-wide and unit-wide activities. Short-term visitations or exchanges between schools should be actively encouraged. Administrators currently "on-the-job" must be encouraged to play a lead role to identify components for both the "Block Program" and the "Professional Development Plan" to help identify needs based on their experiences;

49. a comprehensive provincial plan for mobility of administrators once every five years within each Unit and/or Province be implemented.

50. Administrators be required to return to "teaching" for a period of time (possibly part-time), every five years. Apart from the obvious advantages for the administrator, this will also help facilitate the entrance of "new blood" into the system.

THE SCHOOL BOARD

Education

51. the Association of School Boards be given the assignment to provide the key leadership role in consultation with the Department of Education and the Boards of Trustees, for the education of the general public and the ongoing professional development of trustees. Special emphasis must be placed on the role and function of trustees and the operation of the board system in general;

School Board Elections

52. the organization and administration of School Board Elections be assigned to the Association of School Boards in co-operation with the P.E.I. Federation of Home & School Associations;

Trustee Elections

53. trustees continue to be elected, acclaimed and appointed in accordance with the existing criteria;

54. if a trustee dies, resigns or is removed from office, a by-election should be held;

55. the number of trustees in Units 1, 2, 3, and 4 remain at 15 and in Unit 5 be reduced to 7;

Term of Office

56. the term of office be reduced to three years;

57. all trustees be elected every three years;

58. consideration should be given to changing the date of the election to April or early May when attention is more "focused on the school";

59. the number of "successive terms" a trustee may hold office be restricted to two terms;

60. the Minister of Education appoint one person from the Department to each of the five Boards of Trustees to serve as a liason/resource person with the right to sit on all committees and attend all meetings. This would assist the Minister of Education in being better informed and would ensure each Board improved communication with the Department. This appointment should be ratified by the respective Boards;

Duties of Trustees

61. each School Board develop an overall plan, in consultation with the Association of School Boards, to ensure trustees have the opportunity to stay more in tune with the views of their constituents and that communication in general is improved;

62. School Board meetings be open to the public with an increased effort made to inform parents, teachers, etc., of the agenda items. The practice of rotating the location of meetings should continue to be encouraged;

63. Travel Regulations be modified to ensure compensation for Trustees to attend activities within their zone such as Home and School and Consultation Committees, etc., which will help trustees to be more accessible and informed;

64. trustees meet informally with the Minister of Education at least twice a year to discuss matters of mutual interest. The Association of School Boards should be responsible for the organization of these meetings and should work with Department officials to develop a "brief agenda";

Administration

65. professional staff within the School Boards (superintendents, assistant superintendents, consultants) apart from those involved in finance and transportation be required to complete the "Block Program" or an equivalent program;

66. contracts for the above employees not exceed a five year term except under very extenuating circumstances. "Successive contracts" should be strongly avoided;

67. the pay scale for professional staff within the Board offices be restructured to take into consideration not only academic qualifications but the number of students and teachers and to provide merit pay for superior performance;

General Operation of the Units

68. the School Boards in conjunction with budget submissions submit a five year plan to the Department of Education for approval. This would ensure the Unit Plan is in keeping with the goals and priorities of the government for education;

General Operation of School Boards
The School Act

69. a general assignment of purpose and duties be written into the School Act regarding the operation of School Boards.

THE DEPARTMENT OF EDUCATION/GENERAL OPERATION

70. develop an appropriate statement of goals for the 1980's;

71. develop a mechanism to ensure that such goals are reviewed, refined, and modified to address the needs of a rapidly changing society;

72. develop a **five-year plan** to be reviewed and updated annually which would establish program priorities and policies to be developed and which would include a mechanism for an annual review;

73. develop a mechanism through which the statement of goals, the program priorities and plolicies would be communicated to the educational community;

74. conduct a thorough **review of human resource requirements** of the Department with the recognition that we must take a practical, undefensive look at budgets if the Department is to achieve the stated goals and implement the established program priorities and policies;

75. establish an effective and efficient **staff complement** within the Department so that duplication of manpower becomes unnecessary at the school board level;

76. **future appointments** to the Department, in those positions dealing directly with schools, (Program Development and Education Services Divisions) should not exceed a **five-year term** and if possible, should be secondments for the specific "life of a project" not to exceed five years. For example, a teacher or some other professional might be seconded to the Department for six months to develop a policy on multiculturalism - such secondments will necessitate a restructuring of salary scales within the Department to take into consideration present working conditions (time worked) for teachers and board consultants;

77. a rotating system of **school evaluation** be put in place - whereby teams would visit a school for one to three weeks, depending upon size, to conduct a comprehensive evaluation of all aspects of the school. Based on this, they would receive a one, two, or three-year evaluation with three being the highest. This would signify that they are doing an excellent job and unless some very extenuating incident occurred, they would not be evaluated by the Department's Team for three years. If problems were uncovered, the Department would work with the particular Board and and school to rectify the matter;

78. consideration be given to the establishment of **staffing models** for each school which would ensure uniform access to certain services; for example, all schools with an enrollment of 400 students must have the services of .8 of a guidance counsellor, etc. This will help encourage "equality of education province-wide". This could clearly have an impact on the grants to small schools, resource teachers, teacher aides, guidance counsellors and librarians, etc..

Department Programs and Policies

Human Rights/Multiculturalism

79. development of a Human Rights Policy which would recognize both the cultural diversity and fundamental rights of our Island population.

Private Schools

80. arrangements be made to allow for tuition payments to such private schools to be tax deductible for provincial income tax purposes to a maximum of

five hundred dollars ($500.00) per year.

Substitute Teachers

81. the per diem rate be nominally increased;

82. where a substitute teacher is required to fill a vacancy for the same teacher for more than ten consecutive school days, parity should be granted based on his/her qualifications.

COMMUNICATION/PARTICIPATION

Parental Participation In Education

83. the principal be responsible for ensuring that there is active parental involvement in the school;

84. wherever possible, a local Home & School Association should be the primary means for parental involvement in their children's education;

85. where the formation of a local Home & School Association may not be possible or feasible (for example, at the senior high school level), a School Consultation Committee or School Council be established which would provide parental participation by representation;

86. all meetings be open to the public.

87. In reference to my earlier recommendation on the evaluation of schools, proof of parent/teacher communication and parental involvement through an active Home & School Association, Committee or Council should be one of the criteria in the evaluation process.

88. the Minister meet with representatives of the P. E. I. Federation of Home & School Associations in order to establish adequate funding arrangements that would create such an important educational resource in the Province.

Choice of Schools

89. parents be free to choose the school that their children attend provided the school chosen has space without being forced to refuse admittance to students living within the area designated as primarily served by that particular school.

Women

90. the Minister of Education request each of the five School Boards to provide statistics on the job status of women employees;

91. each School Board be directed develop an affirmative action program with goals for hiring highly qualified and competent female teachers in senior administrative positions;

92. the Department of Education monitor and evaluate on an ongoing basis the successful implementation of the School Boards' Programs;

93. the Department of Education provide the necessary leadership by encouraging seminars, exchanges, etc., specifically designed for "potential women administrators".

Steering Committee

94. A Steering Committee composed of representatives from the education community be established to develop a detailed implementation plan for consideration by Government.

FOOTNOTES

[1] Free Education Act of Prince Edward Island, An Act for the Encouragement of Education, 1952

[2] V. Smitheran, Development and the Debate Over School Consolidation - The Garden Transformed, (Charlottetown: Ragweed Press, 1982), p. 178

[3] Dr. Cyrus MacMillan, Report of the Royal Commission on Education in the Province of Prince Edward Island, (Charlottetown: 1930), P. 7

[4] Milton E. LaZerte, Report of the Commission on Educational Finance and Related Problems in Administration, (Charlottetown: 1960), p. 99

[5] L. B. MacLeod, "A Review of Public Educational Changes in P.E.I. During the Early 1970's: A School Chairman's Viewpoint," Abegweit Review, 2, (fall 1975), p. 22

[6] Annual Report of the Department of Education, (Charlottetown: 1973), p. 103

[7] MacLeod, Op. cit., p. 37

[8] John I. Goodlad, Understanding School Is Basic To Improving Them, The Canadian School Executive, (March, 1984), p. 3

[9] Ernest l. Boyer, High School: A Report On Secondary Education In America, (New York: Harper & Row, Publishers, 1983. p. 122

[10] The National Commission On Excellence In Education, A Nation At Risk: The Imperative For Educational Reform, (1983), p. 33

SCHOOL SYSTEM REVIEW COMMISSION SUBMISSIONS

PUBLIC HEARINGS

UNIT 1

1. Unit One Board of School Trustees
2. Drivers' Education Teachers
3. West Prince Arts Council
4. Alberton Women's Institute
5. Ellerslie Home and School Association
6. Community School Association

UNIT 2

7. Unit Two Board of School Trustees

UNIT 3

8. Unit Three Board of School Trustees
9. Joan Thompson
10. Brian Rush
11. Ruth Power
12. Tom Connor
13. West Kent Staff
14. Ecole Francois Buote

UNIT 4

15. Southern Kings Consolidated Consultative Committee
16. Cindy and John Bell
17. Le Comite Regional Char-Rus-Sou
18. Hugh Warburton
19. Eastern King's Arts Council
20. Souris & Area Parks & Recreation Committee
21. Souris Regional High Consultation Committee
22. Parents for Moral Education

UNIT 5

23. Comite Acadien de la Region Evangeline
24. Conseil du Centre Pre Scolaire Evangeline
25. Unit Five Board of School Trustees

PROVINCIAL ORGANIZATIONS

26. St. Thomas Aquinas Society
27. Canadian Parents for French
28. P. E. I. Museum and Heritage Foundation
29. P. E. I. Teachers Federation
30. Canadian Congress for Learning Opportunities for Women
31. Canadian Association for the Mentally Retarded
32. P. E. I. Advisory Council on the Status of Women
33. School Administrators of P. E. I.
34. The Small Farm Advisory Board
35. P. E. I. Human Rights Association
36. P. E. I. Federation of Home & School Associations
37. Federation of P. E. I. Municipalities
38. P. E. I. Guidance and Counselling Association
39. Sport P. E. I.
40. Canadian Union of Public Employees
41. Association of Teachers Who Substitute
42. P. E. I. Association of School Boards
43. P. E. I. Association of Community Schools
44. P. E. I. Association for Children & Adults with Learning Disabilities

LETTERS AND SUBMISSIONS RECEIVED BY THE COMMISSION

UNIT 1

45. Mrs. Jean Wilkie
46. Canadian Association for the Mentally Retarded - Tignish
47. Canadian Association for the Mentally Retarded - O'Leary
48. David Bradley - School Psychologist
49. Le Comite Regional Rev. S. E. Perrey
50. Club Ti-Pa Cooperative
51. Bloomfield Historical Society
52. Tignish Home & School Association
53. Mrs. Eileen Brown

UNIT 2

54. Larry Bertrand
55. Elm Street Elementary - Teachers
56. Elm Street School Teachers - Grades 1 and 2
57. Coleen Marsh
58. Little Red School House - Board of Directors
59. Special Education Classroom Teachers
60. Gilbert Bell - Mayor of Borden
61. Lillane Gaudet
62. Comite de parents de Summerside - Miscouche
63. Area Association II

64. La Belle Alliance - St. Thomas Aquinas Society
65. Unit 2 Librarians
66. Joan Compton - Librarian
67. Sylvia Johnson - Trustee

UNIT 3

68. Elizabeth Millen - Librarian
69. Mrs. John Cullen
70. Jim Griffith - Parent
71. L. A. E. Baker
72. Ft. Augustus Home & School Association
73. West Kent Home & School Association
74. L. M. Montgomery Home & School Association
75. Wanda Wood - Trustee
76. St. Peter's Parochial School
77. Holland College Vocational Instructors - Royalty Centre
78. U. P. E. I. Home Economics Department
79. Canadian Association for the Mentally Retarded - Charlottetown Branch
80. Students - Colonel Gray & Holland College with support of Jessie Wheatley and Martha O'Brien

UNIT 4

81. Dundas Consolidated School Parents
82. Ralph Stonefield - Superintendent - Unit 4
83. Canadian Association for the Mentally Retarded - Montague
84. Unit 4 Board Based Educational Personnel
85. Rollo Bay Consolidated Parent/Teacher Consultation Committee
86. Fortune Consolidated Consultative Committee
87. The School Board Regional Administrative Unit 4
88. Vernon River Home & School Association
89. St. Peter's Home & School Association
90. St. Peter's Concerned Parents
91. Community Advisory Board - Southern King's & Queens Service Centre

PROVINCIAL ORGANIZATIONS

92. P. E. I. School of Nursing
93. Media Watch
94. P. E. I. Federation of Agriculture
95. P. E. I. Multicultural Education Association
96. Canadian Federation of University Women
97. P. E. I. School Library Association
98. P. E. I. Physical Education Association
99. P. E. I. Speech and Hearing Association
100. Association of Special Education Teachers
101. St. John Ambulance
102. School Unit Business Superintendents
103. Holland College - Dr. D. Glendenning & J. Gauthier
104. Community Based Services for the Elderly
105. P. E. I. Association for the Hearing Impaired
106. Roman Catholic Diocese of Charlottetown - Social Action Committee
107. Jeunesse Acadienne

In addition, several confidential submissions were received.

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